



**A Study of Managerial Coaching Effectiveness on Leadership Development in an Oil
and Gas Company in the UAE**

Dissertation

Presented to

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In Partial Fulfillment
of the Requirement for the Degree
of Doctor of Business Administration

Abu Dhabi University

College of Business

Abu Dhabi, UAE

18th March 2015

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**A Study of Managerial Coaching Effectiveness on Leadership Development in an Oil
and Gas Company in the UAE**

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Abbreviations

UAE	-	United Arab Emirates
SPSS	-	Statistical Package for the Social Sciences
GCC	-	Gulf Cooperation Council
ADNOC	-	Abu Dhabi National Oil Company
UAEGAS	-	Pseudonym of the company in which the research was conducted
LNG	-	Liquefied Natural Gas
ANOVA	-	Analysis of Variance
HRD	-	Human Resources Development
CAMS	-	Competency Assurance Management System
Non-CAMS	-	Non-Competency Assurance Management System
CAS	-	Competence Assurance System
SME	-	Subject Matter Expert
SKT	-	Skill Knowledge Transfer
OJT	-	On-the-Job Trainer
L&D	-	Learning & Development Department
LoT	-	Leaders of Tomorrow
LD	-	Leadership Development
SEM	-	Structural Equation Modeling
GFI	-	Goodness-of-fit Index
AGFI	-	Adjusted Goodness-of-fit Index
NFI	-	Normal Fit Index
CFI	-	Comparative Fit Index

RMR	-	Root Mean Square Residual
SRMR	-	Standardized Root Mean Square Residual
RMSEA	-	Root Mean Square Error Approximation
S&CD	-	Strategy & Corporate Development
CC&PR	-	Corporate Communication & Public Relations
CSF	-	Critical Success Factors
EM	-	Expectation Maximization
PCA	-	Principal Component Analysis
CFA	-	Confirmatory Factor Analysis
KMO	-	Kaiser-Meyer-Olkin
GROW	-	Goal, Reality, Options, Wrap-up
AMOS	-	Analysis of Moment Structure
KPI	-	Key Performance Indicator
LDP	-	Leadership Development Program
BT	-	Building Trust
CP	-	Coaching Process
E	-	Empowerment
L	-	Leadership

Definition of Terms

For the purpose of this research study, the following definitions apply:

Managerial: It refers to Supervisors/Team Leaders/Managers who have subordinate reporting to them. One of their main roles is to manage and motivate the subordinates.

Managerial Coaching: Managers/Team Leaders/Frontline Supervisors who provide coaching to their subordinates.

Managerial Coaching Constructs: They refer to the essential competencies/components in a Manager to provide proper coaching for their employees' development.

Emiratization: Nationalization/employment of UAE Nationals.

Developee: They refer to new UAE National recruits who are under Training and Development following a specific program (CAS/CAMS). They work with their assigned team to achieve competency related to their target positions.

Target Position: The job position and title planned for the Developee after completing the CAS assignments

Coach: Those who provide the necessary on-the-job training to the Developee by planning tasks and monitoring process.

Coachee: A person who receives training from a coach.

Assessor: Those who perform the functions of Assessment and Verification of the Developee, after receiving training and qualification to ADNOC standards.

Mentor: Those who give the Developee guidance and support in the technical and personal career development areas (the mentor must not also be a coach or supervisor).

Supervisor: Those who lead the team in which the Developpee is carrying out on-the-job activities to achieve competency.

Management Development Program (MDP): A program for Middle and Senior Level Managers/Leaders for developing their managerial and leadership competencies and to strengthen their network among Departmental and Divisional Managers/Leaders.

Leaders of Tomorrow (LoT) Program: A training program tailored for employees graduating from CAMS program as Frontline Supervisors (Engineers) after the completion of which, the trainees can progress to MDP.

Leadership Development: Developing required leadership skills and qualities of Frontline Supervisors, Team Leaders, Managers and Senior Managers as per UAEGAS' Competency framework.

Acknowledgement

First of all, I thank the almighty Allah for his blessing and guidance throughout my life. I would like to extend my special thanks and gratitude to my parents for their devotion and inspiration throughout my life-learning journey from my childhood to where I am today. Also, to my life partner beloved wife “Um Ali” for her patience, support, and encouragement in my social, professional, and academic career. Special thanks and gratitude to my role model advisors, (“committee members”), my committee chairman Dr. Christopher Dixon, and committee members Dr. Chowdhury Hossan and Dr. Marina Papanastassiou for their continuous support, patience, and guidance throughout this course, without which I would not have accomplished this work/study.

I extend my respect and thanks to Dr. Jacob and Dr. Vlad for the effort, follow up, dedication, and care they extended to all DBA cohorts at Abu Dhabi University.

Sincere appreciation is extended to my best friend, professional and academic partner, and motivator, Dr. Moosa Al Murawwi. Also special thanks to my colleagues Mrs. Nusaiba, Mr. Sabeer, and Dr. Emad for their support and encouragement. I would like to thank the senior management of UAEGAS and all participants for their support and facilitation to conduct this study. Finally, my tremendous thanks and love to my daughters for their patience, prayers, expectations, and encouraging words.

Abstract

The concept of executive or managerial coaching in literature has expanded beyond the reputation of the academic and psychological contexts. Lately it was developed to cover human resource development, management and organizational leadership, and philosophical contexts, and recently it received attention in business and organizational development contexts (Hamlin, Ellinger, & Beattie, 2008; Ellinger, Ellinger, & Keller, 2003; Peterson & Hicks, 1996). Today managerial coaching is considered as a novel technique or tool for leadership development and received attention in a leadership context (Kuo, Chang, & Chang, 2014). Many conceptual and empirical studies have been conducted recently on managerial coaching (Hamlin, Ellinger, & Beattie, 2008; Hagen, 2012), but none of them have been conducted in a UAE context. A solid attempt to outline the important dimensions, components, or competencies required to achieve or assess the desired coaching outcome on managerial coaching effectiveness has not been completed (Hagen, 2012; McLean et al., 2005; Kuo, Ghang, & Chang, 2014).

The main purpose of this research is to examine the correlation and explore the influence of the proposed managerial coaching constructs (leadership, feedback, coaching process, trust, and empowerment) as independent variables and leadership development as the dependent variable. Also, it aims to explore and analysis preference and perception of demographic characteristics on the implementation of managerial coaching constructs on leadership development and the role of leaders as discussed in literature through a comprehensive analysis of publications related to the field of coaching and leadership development.

The research was conducted at UAEGAS, which is one of the leading LNG producers within the Abu Dhabi National Oil Company Group engaged in the liquefaction and marketing of natural and petroleum gas. A quantitative methodology was adopted for this research study. The

survey questionnaire was designed from existing instruments in managerial coaching and leadership development and sent to all 469 participants electronically via a company e-mail. The present study contains the following three main research questions: (1) How effective is the coaching approach currently being used by UAEGAS? (2) What are the challenges that UAEGAS faces in applying the coaching approach? (3) Do demographic characteristics have different perception and preference on the implementation of managerial coaching and leadership development at UAEGAS? And (4) How can the coaching approach for leadership development at UAEGAS be improved and enhanced?

The study revealed that all proposed managerial coaching constructs have a significant positive correlation with leadership development. Also, all variables (leadership, feedback, coaching process, trust, empowerment, and leadership development) were significantly and positively interrelated. The results also showed that different demographic groups in terms of division, qualifications, job level, length of service, and age have different perceptions and preferences in leadership development at UAEGAS.

The study revealed that managerial coaching and leadership development were essential components in UAEGAS's people-theme strategy. The outcome of this research study could assist UAEGAS in formulating a people-development strategy and set the required KPIs for implementation and measurement.

The managerial coaching and leadership development program provides solutions that will aid organizations in creating effective and dynamic leaders. The conclusions drawn from the research have implications for organizations, leaders, coaching processes, and leadership development. The hypothesis of the present study supports existing literature suggesting that the proposed managerial coaching constructs have a significant positive correlation with and

contributes to building leadership development capacities in coaches or employees. Empowerment and feedback appear to be good predictors of leadership development in terms of regression analysis. Also, it shows that different demographic characteristics require and prefer different coaching and leadership development approaches.

This study recommends identifying more constructs/components that might have a significant effect on leadership development. This study has generated important findings that may offer the first step towards similar research in the future. More focus should be placed on the different demographic characteristics in terms of managerial and leadership development. Since this study focused only on the oil and gas sector, it suggests more extensive research on other organizational settings and contexts to cover a larger population, as well other industries, public services, and government sectors.

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Chapter 1

Introduction

1.1 Introduction

The concept of coaching, including managerial and executive coaching, has received more attention in organizations as well as in human resource development (HRD) literature. The main focus of managerial coaching (in HRD, management of organizational leadership, philosophy, psychology, and equity studies) is on leadership development, performance improvement, individual and organization effectiveness, behavior change, learning and development, human potential, and personal growth (Kou, Chang, & Chang, 2014; Hamlin, Ellinger, & Beattie, 2008; Ellinger et al., 2003). Managerial coaching is an effective practice that helps employees learn and become more effective (Ellinger & Bostrom, 1999; Bolch, 2001; Evered & Selman, 1989; Peterson & Hicks, 1996; Thach & Heinselman, 2000). It has been identified as a key factor and one of the fastest growing trends in leadership development over the last two decades (Hagen, 2012; Gilley, 2000; Park, 2007; Peterson & Hicks, 1996). Generally, the coaching approach has been widely demonstrated to be the most effective tool or technique for transferring knowledge and skills to future leaders (Ellinger & Bostrom, 1999). In this context, knowledge management is considered as one of the main strategic factors that sustain organizations' performance and leadership capability and has been identified as a competitive advantage (Ellinger et al., 2003; Hannah, 2005; Mullins, 2007). Longenecker and Neubert (2005) realized that employees in an organization want to receive more coaching from their managers as they believe that managerial coaching results in personal development and organizational competitiveness.

The importance of managerial coaching can be associated with the organizational business need in the current complex business environment coupled with unpredicted technological changes and the competitive nature of work (Collins & Holton, 2004; Baron & Morin, 2010). This complex phenomenon in the business environment has caused the shift in the expectation of managerial capabilities and leadership roles (Kim, 2010). Thus, managerial coaching is considered to be a new paradigm of effective leadership development to develop the right set of management and leadership behaviors in organizations (Tapke, 2011).

In the United Arab Emirates (UAE)—in particular, UAEGAS—where the research was conducted, there exists a critical managerial skills and leadership shortage in the competency level of young local UAE employees to sustain the performance of the business. Due to rapid economic growth, multidiversified work environment, globalization, rapid technological development, and harsh competition in the world market, it has become crucial to identify and select competent young UAE nationals for managerial positions (UAEGAS Five Years Business Plan, 2015–2019). Yet due to the lack of experience, knowledge, and readiness of UAE nationals, there arises a need to prepare them through managerial coaching programs to develop their leadership competencies necessary to assume critical managerial positions to lead organizations and sustain businesses (ADNOC, 2014). This is expected to help the organization enhance its performance, expand the potential and leadership abilities of the current leaders, and thereby remain competitive in the current economic situation (Kaye, 2006). Managerial coaching program has been identified as an important and popular tool to improve leadership effectiveness (Weller & Weller, 2004).

Therefore, in this study, the researcher has identified and proposed five managerial coaching constructs as essential behaviors or components for managerial coaching and leadership development (such as leadership, feedback, coaching process, trust, and empowerment) and as

independent variables from existing literature and empirical studies on managerial coaching and leadership development (Ellinger, Hamlin, & Beattie, 2008; Ismail et al., 2011). Leadership approach and role are very essential, and they influence the culture of an organization and can affect and impact the level of job satisfaction, commitment, and motivation of the employees (Lok & Crawford, 2004; Mannheim & Halamish, 2008). Feedback has a positive impact on employee development, performance, and job satisfaction (Baron, Morin, & Morin, 2010; Wood, 2011). The coaching process engages leaders to work towards the enhancement of their management skills, abilities, and knowledge (Stern, 2004; Wright, 2005). Trust is the most important feature for a successful coaching outcome in the relationship between the coaches and the coachees (Boyce, Jackson, & Neal, 2010). Empowerment is considered a developmental tool and acts as a mediating variable in the relationship between leadership performance and commitment in the organization (Ismail et al., 2011). Existing literature and studies revealed that these constructs have significant positive correlation with and contribution to leadership development as will be illustrated in more detail in chapters 2 (literature review) and 3 (theory) of this study.

With regard to managerial competencies and leadership development, certain studies have been conducted to point out that different demographic characteristics play an important role in the dyadic relationship between a leader and a follower (Haynes, 2011; Tsui & Reilly, 1989; Mohammed, Othman & D'Silva, 2012). Social demographic factors such as gender, educational level, etc., have a major role in determining leadership behavior in organizations (Burns, 1978). Organizations are now diverse, comprising people from different backgrounds, cultures, etc. Differences in social demographic factors is of great advantage to the organization, if properly harnessed (Malangwasira, 2013). Recent research supports the concept of managerial coaching as the most effective technique for improving performance, commitment, and leadership

competencies (Bolch, 2001; Thach & Heinselman, 2000; Patton, 2001a, 2001b; Hamilton, 1996; Ellinger et al., 2003).

Organizations worldwide are anxious about the readiness of their young leaders and the inadequate leadership skills they possess. Such organizations invest on the training and development of their future leaders with the goal of improving and sharpening their leadership skills, along with other required competencies (Conger & Benjamin, 1999; Holt 2011). Among them are the Gulf Cooperation Council (GCC) and countries like the UAE, which are losing their experts, seniors, and leaders who are approaching retirement age and are being attracted to other organizations. As a result, there is a pressing need to develop younger and more effective and competent leaders (Peterson, Deal, & Gailor-Loflin, 2003; Lloyd & Modlin, 2012; Stemke & Wilson, 2008; Orr & McVerry, 2007). Specifically, the growing complexity of the petrochemical industry is compelling oil and gas companies to employ and develop more specialized engineers and technicians; therefore, more emphasis is laid on developing leadership quality to cope with the required changes, manage market expectations, as well as motivate and retain the specialized workforce in the organization (Goldberg & Ramos, 2006; Lloyd & Bullock, 2012).

Senior executives admit that there is a deficiency of evolving leaders adequately prepared to replace experienced leaders who will be retiring over the coming years though experienced senior leaders highlighted that it is challenging to develop employees who have the required competencies and talents to undertake positions of leadership through traditional training and educational programs (Cadrain, 2005; Taylor, 2004; Armstrong, 2006). Many organizations acknowledge that leadership capacities and competencies can be developed through a combination of relevant real work experiences, formal development methods, and coaching programs. Yet senior leaders highlighted that one of the obstacles that restricts the development of future leaders

is the absence of a formal development process (Center for Creative Leadership, 2002; Holt, 2011; Thach, 2002). Different demographic characteristics can affect the perception, preferences, and responses of employees in a survey related to leadership effectiveness. It is important to explore the demographic differences between leaders and their followers because if there are differences, the dyadic relationship is affected (Tsui & Reilly, 1989; Malangwasira, 2013). However, recent studies have shown that there is an increase in the use of managerial coaching and leadership development concepts considering demographic characteristics as well through coaching programs (Haynes, 2011; Hamlin, Ellinger, & Beattie, 2006).

The oil and gas industry continues to struggle because of the global challenges that require expertise at different competency levels for effective and efficient leadership. Key challenges are creating unprecedented leadership turnover with increased market opportunities in different sectors and high demands for experienced competent leaders (Lloyd & Modlin, 2012). This research study uses a descriptive quantitative approach to examine the influence of proposed managerial coaching constructs (leadership, empowerment, trust, feedback, and coaching process) on leadership development to develop proper leadership skills and qualities. It also aims to explore preference and perception of demographic characteristics on the implementation of managerial coaching constructs on leadership development and the role of leaders as discussed in the literature through a comprehensive review and analysis of publications related to the field of coaching and leadership development.

1.1.1 Oil and Gas Context in the UAE

Oil and gas companies in the UAE are under the sponsorship of Abu Dhabi National Oil Company (ADNOC). It was established in 1971, and so far it has developed and established 15 subsidiary companies operating in the fields of petrochemical, crude oil, and gas exploration, production, services, and transportation within the UAE. Major companies include GASCO, ZADCO, ADCO, Borouge, TAKREER, FERTIL, ADGAS, ADNATCO-NGSCO, Al Hosn Gas, Elixier, ADMA-OPCO, NDC, and ADNOC Distribution.

ADNOC and its group of companies have played a major role in the development of the UAE economy and the country's educational and social growth in all aspects. It is one of the world's leading oil and gas companies that operate with advanced and complex technology. It attracts and recruits a large number of qualified and diversified workforce, administration, and technical staff to cope with rapid technological change, market competition, and globalization. ADNOC considers its employees as its most important asset; therefore, it targets the Emiratization (nationalization) of 75% of its workforce by the end of 2019 among its group of companies while maintaining and retaining their expertise and knowledge (ADNOC, 2014).

The age profile of the workforce of ADNOC and its group of companies in the coming five years indicates that 10% of its current manpower, particularly the expatriates, will be over the age of 55 and nearing retirement (UAE GAS Five-Year Plan, 2015–2019). Therefore, it is very essential to take a proactive approach to set a development strategy to retain and capture the required skills and knowledge of these experts to maintain the standard of competencies (Hopkins, 2008). It has to ensure that proper succession and development plans are in place to sustain current manpower productivity.

Thus, ADNOC initiated a significant, ongoing investment in developing a highly qualified and committed UAE national workforce not only through a comprehensive program of employee

training and management development but also through employee motivation, recognition, and reward.

1.2 Background (Leadership Concept)

Leadership is “a process of social influence in which a person can enlist the aid and support of others in the accomplishment of a common task” (Chemers, 1997). Ismail et al. (2011) described a leader as a powerful and dynamic individual who forms the path of a nation in an organizational context, and leadership may be viewed as a major force that may determine organizational success and competitiveness.

Different styles of leadership have varied effects on its results and efficiency (Van Wart, 2005). As a result, no single style fits every condition and situation. It should adapt to situational demands, specific individual needs, and challenges faced by the organization in general (Green, 2014). While some leadership styles have the power to inspire and motivate employees, others have the ability to negatively influence employee productivity and organizational commitment (Mayer, Kuenzi, Greenbaum, Bardes, & Salvador, 2009). Multiple styles of leadership have been identified, such as autocratic, transactional, transformational, laissez-faire, participative, servant, situational, charismatic, etc. According to Ismail et al., “[l]eaders often choose particular interaction styles that may represent the values and motivations, the wants and needs, the aspiration and expectation of both leaders and followers” (2011, p. 90). The sections below present a brief summary of a few styles that are widely discussed (Green, 2014; Golding, 2014; Woods, 2014).

1.1.2 Autocratic Leadership Style

“Autocratic leadership style refers to a leader with sharp mind and who takes full command

and responsibility in the pressure situations where decisions are required,” stated De Luque, Washburn, Waldman, and House (2008, p. 630). Such style of leadership is the least preferred (Yukongdi, 2010) as these leaders tell the followers what to believe and decide (Haiman, 1953). They take decisions in an authoritative manner, and this is considered as a reflection of their personality (Tannenbaum & Schmidt, 1958). These leaders are primarily concerned with task accomplishment and as a result become anxious, critical, and punitive, especially when they have moderate control over tasks or while leading an uncooperative group (Green, 2014). Autocratic style is only concerned about how the work is done through its power and job status. It does not pay much attention or allow for creativity and innovation (Horner, 1997; Amzat 2011). This style does not provide or promote development opportunities such as decision-making and empowerment.

1.1.3 Laissez-faire

Laissez-faire is a French term that means “let it go.” This anarchic leadership style is one of the least popular or most ineffective, inactive, and frustrating styles in which the leader avoids all leadership responsibilities and has neither a proactive nor a reactive approach towards responsibility (Sarros & Santora, 2001; Golding, 2014; Antonakis, Avolio, & Sivasubramaniam, 2003; Bass & Avolio, 1994). A laissez-faire leader wants his followers to manage themselves without any input from him about the tasks, as he believes that the employees will carry out the tasks effectively without his guidance (Woods, 2014). There is very little leadership exhibited by the leaders, and the employees are being left alone without guidance, and as a result, they might not perform their tasks effectively or complete it on time (Barbuto, 2005; Horner, 1997; Amzat 2011). This style is not recommended for managerial coaching concept and leadership

development of new potential hires. It is more suitable for experienced subordinates (Horner, 1997; Amzat 2011). Research has shown that the laissez-faire leadership style is more popular in the former Soviet Union than in Western countries (Ardichvili & Kuchinke, 2002).

1.1.4 Transactional Leadership Style

Transactional leadership is the traditional leadership and exchange process whereby followers are rewarded for their performance by which a mutually agreed-upon goal is accomplished (Bass, 1990; Grohar-Murray & DiCroce, 2003). Followers are encouraged and inspired for their own interest by providing them with material and spiritual needs in exchange for good work performance (Yukl, 2010; Sarros & Santora, 2001). Such bartering can take the form of either a high-quality or a low-level exchange relationship (Kuhnert & Lewis, 1987). According to Landy and Conte (2007), high-quality exchange relationships are those in which a mutual exchange for the achievement of tasks resulted in rewards in the form of trust, commitment, and respect. On the other hand, low-quality exchange relationships are based on an exchange for task completion for goods or rights, depending on the leaders' resources (Kuhnert & Lewis, 1987; McShane & Von Glinow, 2009). The bargaining power of leaders decreases when they don't have control over the awards (Kuhnert & Lewis, 1987).

Transactional leaders are more impersonal and structural (Bass et al., 2003). A skillful transactional leader tends to be more effective in a predictable and stable environment where monitoring activity against previous employee performance is the most strategic and successful for the organization. Such a leader also prefers to avoid risks by managing things like time constraints and efficiency in processes (Bass, 1985). The transactional method enables employees to effectively achieve goals by connecting a stakeholder's job performance to valued rewards by

providing resources to the stakeholder for achieving the goals (Woods, 2014). The exchange of benefits among leaders and followers may not result in organizational well-being (Green, 2014). On the other hand, many others consider transactional leadership effective in organizational efficiency and productivity (Nguni, Slegers, & Dunessen, 2006).

1.1.5 Transformational Leadership Style

A transformational leader is one who encourages followers to change their motives, beliefs, values, and capabilities so that the followers' own interests and personal goals become congruent with the organization (Neera, Anjanee, & Shoma, 2010; Burns, 1978). With such type of leadership, followers feel admiration, trust, loyalty, empowerment, and respect towards the leader, and they are motivated to do more than what they are expected to do (Yukl, 2010; Woods, 2014). In general, transformational leadership style leads to enhancement of followers' productivity and employee morale, job satisfaction, and organizational commitment (Jamaludin, Rahman, Makhbul, & Idris, 2011; Reave, 2005; Nguni et al., 2006).

The four components of transformational leadership are based on the full range of leadership, which includes individualized consideration, inspirational motivation, intellectual stimulation, and role and idealized influence. Due to the competitive and dynamic nature of the global marketplace, HR professionals have to reinvent and transform themselves into transformational leaders (Ulrich, 2006). Strategic HR professionals and corporate leaders who make the shift from a product-centered approach to a customer-centered approach will enhance the organizational performance, overcome the competition, and remain competitive despite the current economic situation (Woods, 2014).

One of the most important responsibilities of a leader is to lead change (Goleman, Boyatzis,

& McKee, 2002; Woods, 2014). Transformational leaders are prepared to be flexible, adaptive, and more effective in a rapidly changing competitive environment (Woods, 2014). According to Pellegrini and Scandura (2006), high performance ratings, greater work fulfilment, and good organizational assurance while applying transformational leadership were reported. Transformational leaders make the followers aware that they are important to the overall success of the organization and thereby influence their and other members' perceptions to work harder. Through this, employees become more emotionally invested in the organization and report increased job satisfaction and organizational commitment (Zhu et al., 2012). The result is members putting forth extra effort, efficiency, and productivity (Woods, 2014).

Individuals differ in their perceptions and preferences of leadership style and approach; thus, each leader will adopt his preferred style of leadership. There seems to be many ways by which leaders lead people as discussed in the above paragraphs from directing and controlling approach to participative and empowerment. Business professionals and psychologists suggested and described simple qualities to be developed or adapted by leaders to be more effective as we will discuss them in the next sections.

Leader's approach influences the perception of his subordinates in a number of ways, such as either obtaining their trust, respect, and to follow his path or the vice versa. In the above paragraphs we mentioned about the good traits/qualities of leaders that motivate and promote the interpersonal development opportunities to subordinates. On the other hand, leaders who tend to lead by their power and status to direct, control, micro manage things, and use one-way communication by instructing the roles and responsibilities, not involving his team in decision making process, not providing constructive feedback, and does not motivate nor provide opportunities to expand the knowledge of his subordinates, does not has the flexibility and

intention to adapt to organization culture fails to be effective leader. Leader with these traits tend to lose their subordinates respect, trust, will not get their maximum productivity and performance, and they will leave him whenever opportunity comes (Horner, 1997; Amzat 2011; Ismail et al., 2010; Resick, 2011).

However, According to Avolio (2005), an authentic leadership development program (he referred to it as “life’s program”) consists of continuous processes in which leaders and followers acquire self-awareness and build open, trusting, and genuine relationships that are brought about by planned interventions like training and development. Authentic leaders exhibit transparent decision making by involving his team in the decision making process, optimism, confidence, hope, and consistency between their talk and deeds (Avolio, 2005). These are in turn reciprocated by the followers’ better performance and behavior, which are consistent with the leaders’ values. This is referred to as the social exchange theory explained by many scholars (Blau, 1964; Liden, Sparrowe, & Wayne, 1997; Gouldner, 1960). They also develop leaders by modeling and supporting self-determination (Gardner et al., 2005). A leader’s positive emotions are infectious and make a positive impact on organizational learning and transformation (Frederickson, 2003). This will lead to the cognitive and emotional development of the followers (Avolio & Gardner, 2005).

1.1.6 Background of Arab Leadership

The leadership context in the Middle East and GCC regions was influenced by religion (Islam), tribal values, beliefs, and Arab culture (Randeree & Faramawy, 2011). The Koran and the Sunna were referenced as the main constitution for leadership. Leadership is linked and measured with perceptions of power, influence, and authority. In terms of cultural context (Sarayrah, 2004), it is called Bedouin-Arab cultural context and highlights the values of servant leadership by providing two examples: one from the beginning of the Islamic period and another from the mid-

20th century, which are influenced by Arab/Islamic culture (Abdalla & Al-Homoud, 2001).

Early literature has proved that Arab scholars paid little attention to the study of leadership and organizational practices in the Arabian Gulf cultural context. In the opinion of Ali (1990), Arab scientists in this attempt are modest, and they can be divided into three groups: Westernized, Arabized, and Islamicized. In Islam, the leader—that is, the person responsible for the people (followers) is called caliph or emir of believers, or ruler (el-Wali). The caliph is responsible for the welfare of his people before God. The followers are bound to obey the orders of their leaders. People under a prophetic leader strive to perform their duties to their best because their love and free submission to the leader motivates them (Byman, 2005). The Gulf societies endorse typical collective values and practices, such as preference for personalized relationships, broad and profound influence of the in-group on its members, and limited cooperation with other groups. Tribal traditions and their collectivistic culture profoundly influence Arab managerial styles, and hence, managers tend to play the role of tribe leaders (sheikhs). Tribe leaders generally take all the responsibility and centralize authority (Smith, Achoui, & Harb, 2007).

The “autocratic” leadership trait is believed to inhibit leadership success in Qatar and Kuwait. “Traditional-tribalistic” traits in Qatar and “self-sacrificial” traits in Kuwait are believed to have neutral effects. The Kuwaitis, more than the Qataris, emphasize vision and law orientation as important characteristics of outstanding leaders. The dual sets of values held by the Arabs make it difficult to develop reliable management theories. The divided loyalty of the Arab managers between the old and the new has made it difficult to set certain traditions of management professionalism and has contributed to a lack of basic institutions necessary for sound management theory and practice. To support the leaders who attempt to implement the implicit leadership theory, major governmental intervention strategies are needed, such as legislative systems that stress

accountability and performance-oriented behavior (Dabbagh & Assaad, 2010). The concept of consultation, a counterpoise of autocratic rule, has a special value in Islamic tribal societies, as it is strongly recommended by the Koran and emphasized by Bedouin traditions (Muna, 1980).

Therefore, the organizational function in Arab countries is guided by strong set of cultural norms and guidelines dictated by Islamic doctrine and desert environment. Such influences have created many social practices that dictate positions, relationships and traditions that inform attitudes, norms, beliefs and practices about work and organization. Leadership effectiveness can be enhanced by the way a leader builds on present cultural factors affecting and satisfying his follower's behaviour and needs. A leader's ability to ensure that measure, incentives and employee's involvement can lead to organizational change and development (Bechold, 2013; Ali, 2009).

Arab leadership qualities recognize effective leadership practices such as identification of continuous change and openness to incorporating such change into the current systems and structures. This environment encourages an open and flexible mind set for self-development, innovation and creativity. A culture of strong traditions, Islamic beliefs, respectful and polite approach creates an optimistic outlook for establishing a strong and compelling vision for the future. Paternalistic tendency and inherent tribal and family loyalty in Arab culture facilitates consultative, coaching leadership style with subordinates and development of strong leadership styles between the leader and followers. An ideal Arab organizational leader is influenced by prophetic model that is more of a dominating presence.

Scholars on Arab organizational leadership had identified four forms of leadership such as:

- Autocratic: A top-down decision making approach emphasizing on roles, authority and

regulations.

- Sheikocratic: A patriarchal and open-door approach that is built on autocratic form with paternalistic orientation on personal relationships
- Tradition-guided: This tradition driven approach is centralized at the top and is commonly found in smaller organizations
- Spiritually enlightened model: In this type of approach, importance is given to open communication, trust and flexibility. It is guided by intrinsic motivation and strong sense of Islamic values (Bechold, 2013; Ali, 2009).

Autocratic and sheikocratic leadership styles make positive change and transformation difficult. However, younger followers entering the workplace are creating transformations in leadership leading to more humanistic and enlightened approach.

The UAE is a developing country with a high-growth economy and a wealth of oil pushed into the global marketplace. It is facing a rapid, booming expansion into areas of manufacturing, international investment, logistics, and construction. To cope with these challenges, the UAE government focused on educating the national workforce to prepare them for these changes. It has also set its sights on the development of UAE national leaders. The government and organizations aim to select and develop the appropriate leadership style to lead the workforce towards their visions.

Based on the literature highlighted above, the traditional approach of the autocratic leadership style would not support the UAE government's vision in terms of leadership development (Yukongdi, 2010; Haiman, 1953). Moreover, according to the study conducted by Boyett (2006), transformational leadership is more effective than transactional leadership with regard to performance. In contrast to the above, according to Bass and Bass (2008), a combination

of transactional and transformational leadership skills is an ideal approach for leading an organization.

1.3 Problem Statement

Leaders create a vision for their organizations and prepare employees and resources to work towards that vision using a variety of techniques (Kotler, 2001). There has been an increase in leadership development programs (LDPs) worldwide as the organizations have understood the importance of leadership in the success or failure of the organization (Hernez-Broome & Hughes, 2004; Woltring, Constantine, & Schwarte, 2003). According to Lok and Crawford (2004), leadership role and style have a major impact in shaping and influencing organizational culture and substantially determine the success or failure of an organization. Trained leaders tend to perform better in competitive markets and survive in the business world (Longenecker, 2010; Hurt & Homan, 2005; Hind, Wilson, & Lenssen, 2009). The leadership development program demonstrated a dramatic effect on the organization's culture, sustainability, profit, productivity, and market share (Hurt & Homan, 2005; Rolfe, 2010). On the other hand, organizations that tend not to focus on leadership development faced serious loss (Singh & Leskiw, 2007). For example, when IBM stopped focusing on leadership development in the 1980s, it suffered tremendous losses in its market share (Ready & Conger, 2003). According to Baron, Morin, and Morin (2011), a survey from Learning and Development Outlook 2009 revealed that 72% of the organizations who used coaching to support leadership development survived in the competitive market.

In the 1950s, after the discovery of oil in the UAE (BBC, 2014), its government recruited the expatriate workforce (at all levels, i.e., managers, specialists, engineers, technicians, etc.) to develop and sustain its economy, as there was a lack of well-qualified UAE nationals at that time

(ADNOC, 2013). One of the main strategies and objectives of the UAE is to nationalize (Emiratization) a competent workforce in the oil and gas sector to reach 75% by the end of 2017, which will include all the technical and managerial levels across the oil and gas organizations (ADNOC, 2013).

Currently, one of the major challenges that leaders and organizations face is the incompetence of the workforce caused by the attrition of experts with the required skills and knowledge (Armstrong, 2007). The age profile of the UAEGAS workforce in the next five years indicates that 10% of current manpower will be over the age of 55 and nearing retirement (mainly expats). Therefore, it is very essential to establish a strategic approach and mechanism to retain the skills and knowledge of these experts to maintain the required standard of competencies. One of the most successful tools or mechanisms to maintain expertise in the organization is via training and development through coaching in the workplace (Hopkins, 2008). UAEGAS has to ensure that proper succession and development plans are in place to sustain current manpower productivity.

In spite of the growing concern and investment in education and training, there is a critical need for managerial coaching and interpersonal interaction between the leaders and followers to work beyond personal well-being and to move towards the greater benefit of the organization. UAEGAS's experienced leaders holding critical positions are aging, and its experts are retiring or leaving the organization; this will create a huge gap in the competency of the UAEGAS workforce if not attended to proactively.

UAEGAS will need to pay more attention to ensure that it is able to attract, recruit, develop, and retain high-quality staff to meet its current and future business needs, especially at the time of increasing competition and rising demand for experienced locals and expatriates by local entities. Major governmental projects are progressing at a fast pace in their construction and operational

phases, offering better rewards and salary packages. This results in a strong demand for local talent, which may lead to high turnover rates at UAEGAS in the next five years (UAEGAS Five-Year Plan, 2015–2019).

This research will explain and analyze the current situation and practices existing in UAEGAS's coaching program, the obstacles to the improvement of the coaching process, and the required resources necessary to create a learning-based environment and ways of best-practice sharing. Emphasis will be placed on the strategic and critical aspects: how to effectively train and develop future leaders and sustain business performance. The current research has consistently identified transformational leadership as the most effective approach to overcome the challenges faced by oil and gas companies and to thereby increase job satisfaction and retention with improved performance.

1.4 Case Description

Abu Dhabi National Oil Company (ADNOC) was established in 1971 to operate in all areas of the oil and gas industry. During the past four decades, ADNOC has expanded its business activities with its 15 subsidiary companies working in the various fields of oil, gas, and petrochemical industry, as well as crude oil and gas transport and services (ADNOC, 2014). UAEGAS, which was selected for our study, is one of the successful public limited companies within the ADNOC Group, engaged in the liquefaction and marketing of natural and petroleum gas. UAEGAS, a pioneer LNG producer in the Gulf region, was established in 1973 with the participation of ADNOC, Mitsui & Co., BP, and Total with an aim to protect the environment by providing a much needed source of clean energy for export, which would also benefit the country and its people by generating additional source of income. UAEGAS strives to sustain its position

as a regional leader by developing and promoting strategies that ensure industrial reliability, business efficiency, and open communication with its employees, contractors, and clients alike.

UAEGAS's vision is to “play a key role in the Liquefied Natural Gas (LNG) and natural gas industry, creating wealth and value, implementing the National Energy Strategy and serving [their] valued customers and community in a socially responsible manner.” One of the company's missions is to attract, develop, and retain competent and dedicated staff for which managerial coaching is essential. While mapping the strategic programs of UAEGAS against the context of various corporate risks, it was evident that critical-skills shortage had created a capability gap, resulting in the lack of good performance in many areas of the company (UAEGAS Five-Year Plan, 2015–2019).

Young recruits who join the company each year are trained, developed, and given all possible opportunities to perform their duties and assume future leading roles within the organization. The Emiratization (nationalization) program has been considered as a national priority and a prerequisite in the forefront of the UAE government agenda, where such program has been announced as a national duty and as a responsibility implemented jointly by all governmental, quasi-governmental, and private entities.

Since the Emiratization process is a joint responsibility with the UAE government, the council specially formed to implement nationalization has adopted a common methodology of cooperation to provide training and job rehabilitation for the academic outputs on one hand and to ensure employment after rehabilitation programs on the other. With such partnerships, the concerned parties, such as the training and rehabilitation institutions alongside the employers, would contribute to bridging the gap between the educational outputs and labor market requirements in the UAE and would provide the public and private sectors with qualified, skilled

employees (Tawteen, 2014).

The target of UAEGAS's Emiratization strategy is 75% by 2017 (UAEGAS Five-Year Plan, 2015–2019), which may lead to a loss of experienced and highly knowledgeable expatriate staff earlier because of job security and because the local employee will replace the expatriate employee upon completion of their development program. This can adversely affect the company's survival in the competitive and dynamic global market. UAEGAS depends on its expatriate workforce for many critical positions though the core management and other positions are occupied by UAE nationals. Knowledge, skills, and experience, being the most valuable assets of any organization, have to be effectively transferred to new members, whether UAE nationals or expatriates, for the successful operation of business and to retain young and competent nationals to take up critical positions currently occupied by retiring employees.

UAEGAS understands that people play a vital role in achieving its corporate goals. Therefore, it strives to enhance its people strategy by targeting its Emiratization mandate of 75% by 2017. Through its people strategy, UAEGAS will also try to effectively utilize employee talent and ability and increase employee satisfaction. It is evident in its five-year business plan that UAEGAS will focus on two objectives:

- ❖ Attract prospect candidates by recruiting high-quality staff that can effectively contribute to UAEGAS's growth, reputation, and effectiveness.
- ❖ Develop and retain key capabilities that will support their recognized international reputation for reliability, efficiency, and integrity through
 - Emiratization management,
 - continuously improving the human capabilities development systems with the objective of building necessary skills and competencies to meet the

current and future requirements of the organization,

- Building and retaining knowledge experts to support the development of the UAE national workforce.

1.5 People Theme at UAEGAS

UAEGAS recognizes and depends heavily on the skills and capabilities of diverse and multicultural workforce, coming from more than 60 nations and backgrounds. In its efforts to become the employer of choice, UAEGAS strives to effectively induct its workforce into the technical, nontechnical, and cultural aspects of the business and to consistently engage and develop them. To contribute to the development of leadership among its workforce, UAEGAS offers opportunities for personal and career growth to recognize and reward their achievements and for a performance culture that provides regular guidance and feedback. It also tries to develop the workforce by continuously enhancing the human capabilities development systems while building appropriate skills and competencies to meet the current and future needs of the organization. To build the capability and talent of the UAE national workforce, UAEGAS conducts assessments and develops personalized development plans that can provide a clear career progression path for their employees.

The HR division of UAEGAS ensures that its mission (i.e., to exceed employees' expectations by providing high-quality professional services while supporting and developing business capability) and values (talent retention, high morale, quality service, employee engagement and trust, highly motivated and rewarded staff, and competent human capabilities) are aligned with its corporate strategic direction and values. UAEGAS focuses on training and development programs with a view to attract, develop, and retain high-caliber local and expatriate

employees in the UAE.

1.6 People Development at UAEGAS

To develop and retain key capabilities, UAEGAS has implemented reliable systems, namely the Competence Assurance Management System (CAMS) and the Competence Assurance System (CAS). CAMS was established to ensure reliable development process of fresh graduates to get the required knowledge, skills, and competence to perform their duties as per the required standard. On the other hand, CAS addresses the development of operators and technicians by setting standards of knowledge and skills against which their performance are assessed, and training and development needs are identified. In both development programs, the coachees are supervised by a coach, an assessor, and a mentor assigned to them. The coach's role is to transfer his knowledge, experience, and skills necessary to the coachees through training to effectively perform their assigned jobs. Adequate coaching ensures that UAEGAS employees have the right skills and competencies to carry out their tasks with optimum productivity levels.

Development at UAEGAS is a continuous process, where all employees are given equal opportunities for development and training; their performances are continuously monitored by their assessors. Effective coaching/mentoring programs result in the effective transfer of knowledge and expertise from experienced employees to young nationals that can eventually develop managerial and leadership capabilities, which is fair, inclusive, and inspiring and supports the organization's mission and core values.

Focused people-development programs were implemented at UAEGAS, such as management development, Leaders of Tomorrow (LoT), and technical leadership. Assessment

centers and one-to-one executive coaching help identify potentials and provide independent feedback on individual strengths and developmental needs linked to possible future positions currently occupied by knowledge experts who are due for retirement. The LoT program prepares graduates from CAMS to be future leaders who are developed and equipped with managerial knowledge and leadership skills to manage the experts and the diverse workforce within their area. In the focus group meetings held with CAMS graduates and first-line managers, 94% of participants predicted that they would leave UAEGAS within the next 10 years. High-quality professional leadership development programs are vital to attract and retain talented employees to take over the positions of retiring knowledge experts. Career progression paths (CPPs) will encourage individuals to learn new skills and perform additional tasks and enable them to take on greater responsibility and take over the positions of retiring knowledge experts and even progress towards executive positions (UAEGAS Five-Year Plan, 2015–2019). Figure 1 illustrates the corporate strategy process of UAEGAS’s Emiratization management strategy.

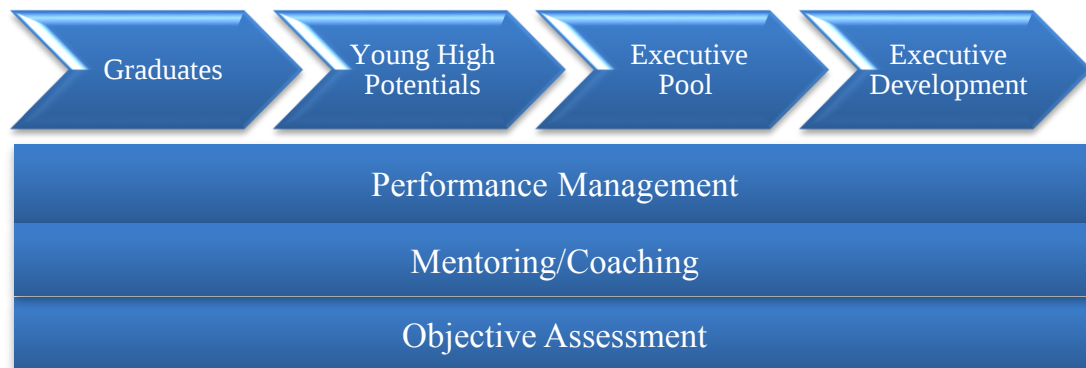


Figure 1: UAEGAS Emiratization Management Strategy

1.7 Purpose of Study

This study was designed to determine what core skills, behaviors, and practices are

essential for developing effective leadership programs to cultivate successful and dynamic leaders who will help any organization exceed expectations in an ever-changing and highly competitive marketplace. It examined the influence and relationship between the proposed managerial coaching constructs (leadership, coaching process, empowerment, feedback, and trust) as dependent variables and leadership development as an independent variable. Also it aims to explore the preference and perception of demographic characteristics on the implementation of managerial coaching constructs on leadership development and the role of leaders. This research studied the workforce at supervisory levels and above (managerial) within the subject organization. Through quantitative measures, the study determined how the employees viewed their organization and direct managers with regard to leadership and what skills and abilities are considered to be critical for effective leadership. This information will be vital in creating an effective LDP.

There is little empirical research conducted to support the role of a leader as a coach (Moghrabi, Sharabati, & Khader, 2014; Tapke, 2011). Previous studies lacked holistic assessment about the effectiveness of managerial coaching on leadership development. Current research accomplished this through a more personal and outcome-oriented approach rather than in a purely cost- or money-oriented perspective. It also discovered the positive influence of the leader's essential proposed constructs or competencies (leadership, coaching process, empowerment, feedback, and trust) on leadership development. This research also supports managerial coaching as a manifestation of leadership development (Kuo, Chang, & Chang, 2014).

Although the study focused on the impact of managerial coaching implemented by the line supervisors in the oil and gas industry on work-related outcomes, the specific aim of the study was

to ascertain whether highly competent people-oriented leaders were more likely to attract, develop, engage, and retain the competent workforce, especially UAE nationals, and reduce turnover rate when compared with the traditional command, control, and compliance style of autocratic leaders. The literature clearly favors transformational style leadership for today's dynamic and competitive business environment as the best approach to produce long-lasting learning, high levels of motivation, and improved employee performance (Ellinger, 2003).

1.8 Significance of Study

Whatever the level of an organization, leadership has always had positive effects on profitability, turnover, employee commitment, customer satisfaction, and employee retention (Zenger & Folkman, 2002). Leadership development programs therefore are attempting to nurture effective and dynamic leaders who are prepared to lead in a dynamic and competitive marketplace (Goleman, Boyatzis, & McKee, 2002; Fulmer & Goldsmith, 2001). Effective LDPs still remain elusive because of the complexity of creating a comprehensive program aimed at enhancing employees' leadership skills, abilities, and competencies and the tough task of preparing the learner to accept and bring these factors into practice (Hanna & Glassman, 2004).

The current study may have significant implications for HRD research and practice. Although there are a few white papers and practitioner reports that shed light on the potential benefits of managerial coaching, a few studies provide a clearer picture of managerial coaching practices in organizations. This study may be able to provide empirical support to the proposed advantages and/or disadvantages of managerial coaching in organizations as a result of the proposed constructs of leadership, coaching process, empowerment, feedback, and trust on leadership development.

The study was designed to determine the required components, skills, behaviors, and

practices employees feel are critical to the creation of effective leaders within an organization. The study may provide oil and gas organizations with information that may assist them to prepare future dynamic leaders to take on leadership roles, as well as help similar companies in this industry develop effective LDPs. The development of people should exist at all levels of organizations if the goal is long-term success. Pernick (2001) asserted that “leadership at every level is the necessary catalyst” (p. 442). This study will enable companies in the UAE and GCC context understand what skills and components are essential for effective leadership, and this information will be vital in developing LDPs at every level of an organization. Findings may enable managers to understand not only the demographic characteristic requirements and preferences but also how their behaviors affect employee behaviors, perceptions, and attitudes, and identify and highlight particular behaviors to enhance their management and leadership effectiveness.

1.9 Summary

This is a relatively new program, and as such, there has not been any research conducted with respect to all five constructs of managerial coaching and leadership development. This study presents an opportunity to examine the impact of managerial coaching constructs on leadership development effectiveness and what specifically is required from the coach to make that impact. Also, it aims to explore preference and perception of demographic characteristics on the implementation of managerial coaching constructs on leadership development and the role of leaders. The introduction of the study was discussed in chapter 1. The problem statement, the case description, and the purpose and significance of the study were also addressed. Chapter 2 focuses on existing literature relevant to executive and managerial coaching programs and leadership

development. The research questions with their hypothesis and the significant relationship between the coaching constructs and leadership development are presented and contrasting viewpoints discussed. These then combine to create what is later referred to as managerial coaching constructs. In chapter 3, the theoretical background of the study is presented, including the proposed managerial coaching constructs.

Chapters 4 and 5 outline the exact methodology, protocol, and findings of the actual study and provide thorough analysis of the data collection and discussion of the results. Chapters 6 and 7 discuss and cover the implications and suggestions for future research. Finally, the conclusion of the study including the limitations and future directions is presented.

Chapter 2

Literature Review and Research Questions

2.1 Introduction

This chapter presents a thorough review of the literature on proposed managerial coaching constructs on leadership development. An attempt will be made to find out how significant the proposed managerial coaching constructs (leadership, coaching process, empowerment, feedback, and trust) correlated to leadership development at UAEGAS are. Furthermore, the study aims to explore how the different demographic characteristics perceived the implementation of coaching and leadership development implementation at UAEGAS. The origin, the concept, and the latest developments in the field of coaching and LD are addressed in the following sections. The analysis of literature review by different scholars reveal that there are different variables leading to effective LD in organizations. The variables identified for this study are leadership development as dependent variable and managerial coaching constructs (leadership, coaching process, empowerment, feedback, and trust) as independent variables. The aim of this literature review is to explore the relationship and the influence of the proposed managerial constructs and leadership development and to have a brief overview of the concept of coaching and leadership development and the theoretical background, perceptions, and preference of demographic characteristics made behind this study concept. Literature and existing studies reveal that these constructs have significant positive correlation with and contribute to leadership development. The literature review will also provide an opportunity to explore the other competencies or components required in managerial coaches to be of most benefit in assisting their employees.

There is a serious leadership skills shortage in the UAE in which executives find it difficult

to hire professionals of the necessary caliber (Half, 2014). Many employers are competing for the same individuals in a narrow talent pool and are forced to pay a premium to acquire the skills and experience they require. This is one of the main challenges faced by organizations in the UAE. Some employers are beginning their preparations for Expo 2020, meaning that talent shortage difficulties could be aggravated. Attractive remuneration will have to be offered to bring in skilled professionals and to ensure that they remain with organizations in the long run. This further necessitates developing and preparing the current leaders to avoid further investment in recruiting capable and competent new leaders. The challenge will be mainly for organizations to secure the talent they need, as job creation continues in a market already short of suitably skilled candidates. This will place burden on organizations as they have to look outside of the UAE to secure expatriate professionals to fill gaps in critical roles, leading to a virtual “war for talent” as companies compete for the required professionals necessary to take over the positions of retiring experts (UAEGAS Five Years Plan, 2015–2019).

This is the first empirical study conducted in the UAE context regarding managerial coaching constructs and leadership development. There are no previous empirical studies conducted to explore the required competencies or components for managerial coaching and leadership development. However, there were some empirical studies (dissertations) conducted outside the GCC context that covered feedback, relationship, and empowerment.

A wide body of literature provides support for the concept of leadership skills, behaviors, and practices to be established by a motivated learner (Bennis & Thomas, 2002; Gunn, 2000; Kouzes & Posner, 2002; Stephenson, 2004). Researchers have also pointed out that leadership skills can and must be developed if leaders are going to be effective in today’s competitive and dynamic global market (Conger & Ready, 2004; Gunn, 2000; Wells, 2003). Many conceptual and

empirical studies have been carried out on managerial coaching (Hamlin, Ellinger, & Beattie, 2009; Hagen, 2012), but none of them has been conducted in the oil and gas industry in the UAE or attempted to outline the important components needed to achieve the desired outcome, which is managerial coaching effectiveness (Kuo, Chang, & Chang, 2014).

Numerous leadership skills, practices, and behaviors are considered as the conceptual framework for this proposed study, as well as the concept that skills and behaviors need to be used at different times and places depending on the situation (Sims, Faraj, & Yun, 2009). Situational leadership asserts that though there is no single best style of leadership, effective leadership is task-relevant and the most successful leaders are those who adapt their style to the individual, group, and environment they are leading (Hersey, 1985).

None of the empirical studies shed light on the required managerial coaching constructs on leadership development in the UAE context. This research study aims to explore and fill the gap in relevant literature in the UAE context by addressing the following research questions:

1. How effective is the coaching approach currently being used by UAEGAS?
2. What are the challenges that UAEGAS faces in applying the coaching approach?
3. Do demographic characteristics have different perception and preference on the implementation of managerial coaching and leadership development at UAEGAS?
4. How could the coaching approach for leadership development at UAEGAS be improved and enhanced?

2.2 Literature Review

2.2.1 Demographic Characteristics Differences

Demographics are defined as socioeconomic characteristics of a population expressed statistically, such as age, sex, education level, income level, occupation, etc. The diverse population of participants belonged to different ages, educational backgrounds, genders, and work experiences. Participants of different demographic characteristics may have different perceptions/preferences on managerial leadership styles and managerial effectiveness (Chang, 2006). Generational demographic attributes cause operational issues all over the world (Bell, 2008). Without understanding the generational uniqueness and demographic characteristics' preferences and perceptions, a business cannot perform to full potential (Malangwasira, 2013; Arsenault, 2004).

Certain studies have been conducted to point out that different demographic characteristics play an important role in the dyadic relationship between a leader and a subordinate (Tsui & Reilly, 1989; Mohammed, Othman & D'Silva, 2012). Social demographic factors such as gender, educational level, job level, etc., have a major role in determining leadership behavior and approach in organizations (Burns, 1978). Organizations are now diverse, comprising people from different background, culture, etc. Difference in social demographic factors is of great advantage to organizations, if properly harnessed. This can affect the perception, preferences, and responses of the employees in a survey related to the leadership effectiveness (Haynes, 2011). It is important to explore the demographic differences between a leader and his followers because if there are differences, the dyadic relationship is affected (Malangwasira, 2013). Differences in demographic characteristics can lead to misunderstanding and repulsion as people have a tendency to be drawn to those who are comparable to themselves (Tsui & Reilly, 1989). There is a high level of attraction based on similarities, attitudes, values, experiences, and communication between the members of a dyad, affected by demographic characteristics. Differences in demographic characteristics results in low communication and role ambiguity between the leaders and followers. This can affect the

attitudes, values, and beliefs of the dyad members and may have different perceptions of the subordinates' role requirements (Tsui & Reilly, 1989). The demographic characteristic most relevant to transformational leadership preference score is gender, with females demonstrating a higher mean preference score than males in a study conducted by Brower (2011).

In the existing study, demographic characteristics such as gender, age group, educational level, etc., have been considered where the study revealed that male leaders display more transformational leadership behavior than their female counterparts in terms of goal settings (Gibson, 1995). Researchers have shown that women are generally expected to endorse the idea of affirmative action than men (Eddy, 2008; Harrison et al., 2006). Nigeria, Deji, and Makinde (2006) have found that women leaders have a higher level of external orientation and leadership skill than men. Female managers are found to be more democratic than their male counterparts (Eagly & Johnson, 1990). In a more recent study conducted by Mohammed, Othman, and D'Silva (2012), results indicated that there is no significant difference between social demographic factors (such as gender, marital status, education level, and race) and transformational leadership styles.

Furthermore, educational qualification is another social demographic characteristic used in this study. Employees argue, make decisions, and give opinion as contribution to the organization without estimating their level of education (Mohammed, Othman & D'Silva, 2012). The knowledge and skills attained through education may lead a person to believe that he or she is valuable in the workplace. Men benefit more with regard to wealth and promotional opportunities (Eddleston et al., 2004).

In an empirical study conducted by Malangwasira (2013), data was collected from 123 convenient participants; all proposed demographic characteristic hypotheses were supported by the data analysis done by the researcher. First, it was clear that age differences between manager

(coach) and the subordinate (coachee) are negatively related to leadership development and job satisfaction levels. There were lower levels of leadership development and job satisfaction reported if there was a clear age gap between the coach and the coachee. When the two dyad members were within the same age bracket, there were high levels of leadership development and job satisfaction reported.

Differences in demographic characteristics of individuals such as age, tenure, gender, and education qualification play an important role in the dyadic relationship that exists between leaders and followers. Dissimilarity leads to poor quality of exchange, which can in turn affect job satisfaction of the employees due to repulsion because people tend to be drawn to those who are comparable to them. If dissimilarity in demographic characteristics leads to low communication between the members of a dyad (in this study, coach and coachee), role ambiguity should also be high; if dissimilarity in demographic background leads to differences in attitudes, values, and beliefs, role conflict should also be high because the coach and the coachee may have different conceptions of the subordinate's role necessities.

2.2.2 Managerial Coaching

In this section, the definition, the origins, and the competencies of managerial coaching are discussed. Hypothesized relationships between the five managerial coaching constructs (leadership, coaching process, empowerment feedback, and trust) and leadership development in the current study are also provided.

Coaching is often considered as an effective organizational development strategy and a successful way of developing future leaders and managers in an organization (Kilburg, 1996; Rothwell, Sullivan, & McLean, 1995). According to Woodman (1993), coaching is a unique and complex process that includes many roles, contexts, and outcomes. Initially, developments in

coaching science were constructed by keeping bioscientific technique enhancement of athletics (Evered & Selman, 1989; Woodman, 1993). Though coaching originated from sports, it emerged to be a part of business managers' responsibility and was later recognized as a training and management development technique in HRD-related literature since the 1970s (Ellinger, Hamlin, & Beattie, 2007). Coaching approach is also used as a tool to improve the performance of a poor performer and change the behavior of an individual (Neves, 2014).

McLagan (1989) asserted that training and development “focuses on identifying, assuring, and helping develop, through planned learning, the key competencies that enable individuals to perform current or future jobs.” In the context of senior and expert employees leaving the organization, this can be considered as an increasing call for coaching, as it helps employees to get support from experienced managers for learning a new job, gaining growth, or attaining a higher role and to solve difficult work-related problems with advice from expert staff (Peterson & Hicks, 1996; Ellinger & Bostrom, 1999; Kampa-Kokesch & Anderson, 2001). Managerial coaching enables employees to learn and improve performance (Ellinger et al., 2010). Coaching varies from traditional classroom training since coaching is flexible and process oriented rather than structured and predetermined by trainers (Redshaw, 2000; Grant, 2001; Clegg, Rhodes, & Kornberger, 2003). Usually, coaching does not have a prearranged curriculum controlled by HR practitioners or coaches (Wright, 2005). Unlike classroom trainings' sole lecturing and instruction, coaching occurs in the workplace through experiential and collaborative learning of work assignments (Wright, 2005).

Mentoring, counseling, and coaching are a few terms that are sometimes used interchangeably. Some researchers also use executive coaching in place of managerial coaching without differentiation. Coaching is different from counseling and mentoring in the context that

coaching aims at developmental outcomes, while counseling focuses on more remedial outcomes (Hart et al., 2001). Coaching focuses more on the present and the future of the employees or coaches, whereas counseling focuses more on the past of employees or counselees with a traditional expert- client relationship (Kilburg, 1996; Wright, 2005). Coaching is done in a short-term period, mainly less than one year, while mentoring is a long-term process (Passmore, 2007). Coaching is process oriented and targets to produce immediate performance improvement, whereas mentoring is content oriented, aiming at career and psychosocial supports (Ellinger, 1999; Wright, 2005).

Managerial coaching is offered to managerial position employees traditionally from within the organization. On the other hand, executive coaching is offered to executive-level employees (e.g., CEOs) usually by external consulting firms. In the case of utilizing a specialized learning and training service and to protect the confidentiality of senior- and executive-level employees, organizations prefer external executive coaching (Kampa-Kokesch & Anderson, 2001; Goldsmith & Lyons, 2006). Some of the important competencies of managerial coaching are open communication, tolerance to ambiguity, valuing people over tasks, team approach, and facilitating employee development (McLean et al., 2005; Park, 2007). The essential characteristics of successful managerial coaching practice are active listening, empowering, trusting, empathy, patience, nonjudgmentalism, and emotional maturity (Peterson & Hicks, 1996; Beattie, 2002; Evered & Selman, 1989; International Coaching Federation, 2008; Wenzel, 2000).

Outcomes of managerial and executive coaching have been addressed by many practitioners and scholars in management and HRD literature. Outcomes of managerial coaching were addressed in three levels—learners, managers, and organization—and were found to be strengthening relationships, satisfaction with work, cost savings, sharing knowledge, improved

systems, and learning what works (Ellinger et al., 2003; Lok & Crawford, 2004). Literature revealed that the outcomes of managerial coaching programs were found to be sustained behavioral changes, skill improvement, and effective management and leadership development (Smither, London, Flautt, Vargas, & Kucine, 2003; Wasylyshyn, 2003).

2.2.3 Leadership Role

According to Mannheim and Halamish (2008), leadership style and role are very essential in creating and shaping the culture of an organization and can affect and influence the level of employees' job satisfaction, commitment, and motivation. The main leadership styles that have been discussed in recent literature are laissez-faire, transactional, and transformational leadership (Kirbride, 2006; Hargis, Watt, & Piotrowski, 2011; Wood et al., 2011).

Leadership is the relationship between leaders and followers facilitating the effectiveness of the coaching outcome (Ellinger, Hamlin, & Beattie, 2008; Boyce, Jackson, & Neal, 2010; Rolfe, 2010). The overall goal of leaders' coaching is to shape the team's competencies and behaviors, commitment, and performance into an ideal image of professionals who are expected to be guided and motivated by teamwork, trust, guidance, relationship, etc. Goal-setting-based coaching will assist in creating a healthy work environment characterized by a continuous learning culture. According to Bowles, Cunningham, Rosa, and Picano (2007), some researchers suggested that goal setting as part of coaching facilitates the transfer of competencies, such as skills and knowledge, from traditional training to actual work environment. Culpin, de Haan, and Curd (2011) suggested that creating a helpful coaching environment, such as building relationships, empathic understanding, positive expectation, etc., supports the success of the coaching program. Moreover, work environment plays a major role in smoothing out the implementation of coaching and

knowledge transfer in the workplace (De Long & Fahey, 2000). On the other hand, an autocratic, directive, controlling style; ineffective communication; and inappropriate manner of working with employees lead to an ineffective coaching and demotivate the coachee (Ellinger, Hamlin, & Beattie, 2008). According to HR Focus (2001), even for employees who are identified as poor performers, coaching has traditionally been perceived as a remedy to develop them and pull them back on track (Ellinger, Hamlin, & Beattie, 2008). Coaching has been conceptualized as facilitation of learning, which creates a learning-based environment (Ellinger, Hamlin, & Beattie, 2008).

One of the main roles of leadership is to provide feedback, set clear expectations, and create a climate for coaching that involves a positive, trusting relationship (Ellinger, Hamlin, & Beattie, 2008). A leader's role is also to focus on identifying and connecting an organization's values, strategies, and goals to the training and development of leaders (Zenger et al., 2000; Hurt & Homan, 2005). Some researchers highlighted that innovative efforts of leaders at the workplace have a direct influence on organizational performance, especially leaders who identify group goals and control essential resources and are able to create conditions that motivate subordinates to engage in innovative efforts to accomplish organizational objectives (Randeree & Ninan, 2011; Lee, 2008).

According to Lok and Crawford (2004), leadership role and style have a major impact in shaping and influencing an organization's culture and substantially determines the success or failure of an organization. Recent studies highlighted the influence of leaders on the positive outcome that contributes to the performance, achievement, and development of an organization and employees (Jong & Hartog, 2007; Yukl, 2010; Marki & Scandura, 2010).

2.2.4 Leadership Development

In today's global marketplace and competition, organizations struggle to attract and retain experienced employees and simultaneously develop and coach new employees for higher positions (Baron & Morin, 2010; Boyce, Jackson, & Neal, 2010; Ladyshevsky, 2007). One of the major challenges that managers and organizations face is the incompetence of the workforce caused by the traditional classroom training employees receive (Singh & Leskiw, 2007; Rolfe, 2010; Hind, Wilson, & Lenssen, 2009; Hurt & Homan, 2005). However, as an alternative to traditional classroom instruction, the coaching program has evolved to a normative practice for leadership development that strengthens leadership development effectiveness (Medland & Stern). Therefore, organizations invest significant resources and effort on the training and coaching program of its leaders through a leadership development program (Ladyshevsky, 2007; Hurt & Homan, 2005). Organizations observed the need for leadership development to enhance efficiency, effectiveness, productivity, and sustainability in a harsh, competitive business environment (Ladyshevsky, 2007; Boyce, Jackson, & Neal, 2010; Singh & Leskiw, 2007) so they will not face the downside mentioned above.

Leadership development through a coaching program within an organization demonstrated a significant effect on the organization's culture, growth, market share, performance, and profit (Hurt & Homan, 2005). Literature suggests that leadership development assists leaders to cope with the rapid change in technology and decision making (Zenger et al., 2000; Hurt & Homan, 2005). A tailored leadership development program facilitates the achievement of organizational short- and long-term goals (Stoneall, 1992; Hurt & Homan, 2005). The adoption and implementation of best practices in the leadership development program resulted in positive organizational performance (Singh & Leskiw, 2007).

A leadership development strategy is key to the success of supporting a business's future needs, direction, and vision (Gordon, 2002; Singh & Leskiw, 2007). Literature suggests that developing leaders and managers strategically can be a competitive advantage; therefore, observing organizations known for effective leadership development efforts can be priceless (Singh & Leskiw, 2007; Fulmer & Kennedy, 2000; Gordon, 2002). A published research has revealed that a coaching program facilitates leadership development and enhances the role of leaders and managers in building professional and capable learning organizations (Ellinger & Bostrom, 1999). Leadership coaching is an essential element of most organizations' leadership development tactic (Boyce, Jackson, & Neal, 2010). Therefore, leadership development has a positive relationship with leadership and coaching programs (Zenger et al., 2000; Hurt & Homan, 2005).

2.2.5 Coaching Process

The concept of coaching is not a new phenomenon; it has been studied since 1950 (Ellinger, Hamlin, & Beattie, 2008). In the 1970s, it was expanded into the management literature field (Ellinger, Hamlin, & Beattie, 2007). Douglas and Morley (2000) define *executive coaching* as:

The process of equipping people with the tools, knowledge, and opportunities they need to develop themselves and become more effective (Peterson, 1996). Executive coaching involves the teaching of skills in the context of a personal relationship with the learner and providing feedback on the executive's interpersonal relations and skills (Sperry, 1993).

However, one should differentiate between coaching, consulting, mentoring, therapy, and counseling. According to Australian Institute of Management Western Australia (2004), coaching is an essential component of leadership development and has been used tremendously to support the transfer of skills and knowledge to organization's leaders. Therefore, organizations invest

considerable resources, effort, and money on the training and leadership development of their managers and leaders (Ladyshevsky, 2007). The reason for this investment is to produce and sustain qualified leaders and the workforce to enhance the performance, productivity, efficiency, and effectiveness of the organization (Cromwell & Kolb, 2004; Ladyshevsky, 2007).

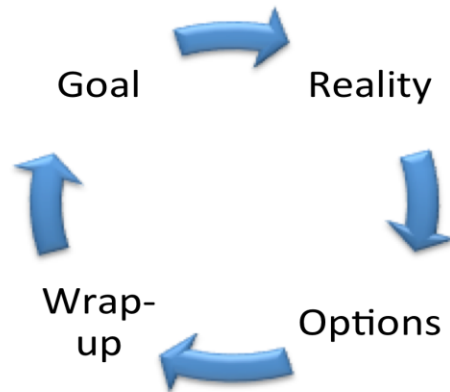
A coaching program engages leaders in a process of working towards the enhancement of leadership skills, abilities, and knowledge (Stern, 2004; Wright, 2005). Coaching can assist in transferring knowledge and skills by encouraging coachees to practice leadership competencies and building on them more through constructive feedback by the coaches (Bowles et al., 2007). The role of managers and leaders to act as a mentor and coach is significantly increasing, and the coaching concept is considered as a new management paradigm (Ellinger, Hamlin, & Beattie, 2008). Coachees sense that coaching has a positive influence on their personal lives. Literature notes that some organizations perceived coaching as a tool to remedy poor performance and motivate individuals to perform better and link their performance to organizational objectives (Ellinger, Hamlin, & Beattie, 2008).

The leadership coaching relationship is a one-to-one serving relationship between a client (coachee) and coach, who is in mutual agreement to improve the client's professional performance and personal satisfaction (Boyce, Jackson, & Neal, 2010). According to Abiddin and Ismail (2012), for a coaching program to be successful, it must have a systematic process and a mutual agreement between the coach and the client as shown in figure 2 below.

Figure 2: GROW Model (Source: Ravier, L. (2005))

- **Agree to topic for discussion**
- **Agree to specific objective of session**
- **Set long-term aim if appropriate**

- **Invite self-assessment**
- **Offer specific examples of feedback**
- **Avoid or check assumptions**
- **Discard irrelevant history**



- **Commit to action**
- **Identify possible obstacles**
- **Make steps specific and define training**
- **Agree to support**

- **Cover the full range of options**
- **Invite suggestions carefully**
- **Offer suggestions carefully**
- **Ensure choices are made**

Rolfe (2010) demonstrated the GROW model as a strategic coaching approach, where the coach and client set specific goals and measures for developmental needs, set realistic descriptions of what the client needs to achieve and learn, generate options, and offer solutions and actions. Finally, in the wrap-up stage, coaching feedback is received for progress and achievement. Baron and Morin (2009), on executive coaching, suggested six states for an effective and efficient coaching process (i.e., establishing trust relationship, evaluating progress, providing feedback, developing a plan and setting goal, applying behavioral improvement, and evaluating the progress achieved).

One of the golden rules of coaching is to establish mutual agreement and outcome expectations before starting the coaching program. The process should be discussed and the expectations on coaching sessions clarified. The coach and client (coachee) need to agree on key

measurements and milestones of success to have a proper follow-up and a successful coaching outcome (Robbins, 2007).

According to DerHovanesian (2005), success stories of the New York Fire Department and McDonald's Corporation that survived during the sudden deaths of their top management and CEOs are the result of a proper leadership development program, coaching, and succession planning, which ensured the readiness of the successors to take over (Singh & Leskiw, 2007). Therefore, coaching programs demonstrated a positive relationship with a clear leadership development and leadership role (Boyce, Jackson, & Neal, 2010).

2.2.6 Empowerment

In the early 1980s, the term “empowerment” came up in the management literature (Gill et al., 2011). Leaders who attempted to empower their subordinates by providing them with opportunities, such as choice, autonomy, and decision making, by engaging and encouraging them demonstrated that they are more self-confident (Albrecht & Andreeta, 2010). Transformational leadership was classified as the preferred style for coaching and empowering employees (Gill et al., 2011).

According to Rolfe (2010), coaching is reflected as a tool for empowerment and leadership development. The coaching approach has been considered as an effective model for empowering people to use their personal and professional experience, expertise, and intuition and for creating a sustainable level of contentment at work (Stober & Grant, 2006). Wei, Yuan, and Yang Di (2010) considered empowerment as a construct for transformational leadership and transactional leadership for better performance and creativity. Cheung et al. (2006) stated that it has been well-known that managers with a participative approach are likely to harvest positive organizational culture and belonging particularly when such an approach brings the sensation or mental feeling

of empowerment among employees. Albrecht and Andreetta (2010) in their study stated that empowering leadership influences subordinates' empowerment, which reflects in their engagement, which inspires sentimental commitment, performance, and satisfaction.

According to Carson and King (2005), empowerment is one of the construct-empowered work environments in creating opportunities for self-leadership. Empowerment focuses on delegation from higher levels of an organization to lower levels to provide the employee with an opportunity to be independent, to take action and make decisions, and to develop and build self-confidence.

Latest studies in the area of leadership and organizational commitment reveal that the impact of transformational leadership style on organizational commitment is indirectly influenced by empowerment (Sidani, Itani, & Baalbaki, 2011). Behavioral empowerment is developed based on an interpersonal approach where it focuses more on delegation of power and decision-making authority to employees. In current research, empowerment is considered as a critical aspect of organizational leadership style, where it positively influences behavioral outcomes, such as trust, performance, and competency level (Ismail et al., 2010; Ismail et al., 2009b).

2.2.7 Feedback

Leadership style and approach influence success and satisfaction in the workplace, which depend on a leader's ability to influence positive change, inspire, provide clear vision, and communicate to employees at all levels (Wood et al., 2011). Feedback is an essential construct for leadership development and employee performance (Baron, Morin, & Morin, 2010; Kirkbride, 2006). The 360-degree feedback process has a positive impact on employees' development, performance, and job satisfaction (Baron, Morin, & Morin, 2010; Wood, 2011; Kelloway, Barling,

& Helleur, 2000; Moenninghoff et al., 2011). Feedback increases leadership effectiveness (Longenecker 2010; Kelloway, Barling, & Helleur, 2000; Baron & Morin, 2010).

The leader's approach develops subordinates' potential through proper coaching and mentoring and continuous feedback and towards achieving organizational strategy and goals (Sidani, Itani, & Baalbaki, 2011). Longenecker (2010) conducted a survey of 219 managers regarding training and development outcomes, and the result showed that 93% of managers agreed that feedback and coaching significantly improved their employees' performance. Coaching methods heavily depend on the constructive feedback process to enhance the individual's performance and future expectations and to build positive relationships (Ellinger, Hamlin, & Beattie, 2008; Kelloway, Barling, & Helleur, 2000; Longenecker, 2010).

2.2.8 Building Trust (Relationship)

According to Boyce, Jackson, and Neal (2010), 65% of coaches and coachees agree that leadership development was terminated because of ineffective client-coach relationship as reported in an American Management Association study in 2008. In leadership, the relationship between the leaders or managers and employees is fundamental (Deconinck & Beth, 2013; Wilson, 2009; Senjaya & Pekerti, 2010). Trust is one of the main constructs of coaching for the development of interpersonal relationship, leadership development, and organizational relationship or trust (Akbarpour & Del, 2011; Wilson, 2009; Senjaya & Pekerti, 2010).

The constituent of organizational trust is defined as a positive expectation, understanding, acceptance, and relations that individuals have based on mutual understanding of organizational roles among the members from different levels (Akbarpour & Del, 2011; Nichols et al., 2011). The findings from recent existing literature on coaching relationship support the importance of creating

a positive trusting climate and relationship to build the acceptance of feedback, delegation, and shared vision (Senjaya & Pekerti, 2010; Bluckert, 2005; Nichols et al., 2011).

The essential expected role of leadership is the influence on subordinates (Senjaya & Pekerti, 2010). Recent studies on leadership behaviors highlighted the importance of a positive relationship between leadership traits and trust for the effectiveness and performance of organization and employees (Nichols et al., 2011; Senjaya & Pekerti, 2010; Boyce, Jackson, & Neal, 2010). According to Nichols et al. (2011), transformational leadership (TL) can develop the followers to move out of their comfort zone by encouraging them to surpass their own self-interest and raise their level of consciousness to perform better. One of the most driven components in TL for the development of others is coaching (Boyce, Jackson, & Neal, 2010). Several literature articles and dissertations discussed the components perceived as critical to the relationship, including rapport, mutual trust, and coach credibility in developing leadership (Nichols et al., 2011; Day, 2010; Bluckert, 2005; Longenecker, 2010).

The concept of leadership may not be recognized if trust is absent (Nichols et al., 2011). The most important feature for a successful coaching outcome is the relationship between the coaches and the coachees (Boyce, Jackson, & Neal, 2010). A coaching program outcome is positively indicated in the relationship processes of trust, relationship of coaches and coachee, and commitment. Boyce, Jackson, and Neal (2010) reported that 65% of dismissals of coaching assignments were due to unsuccessful coach and coachee relationships. Many researchers concluded that the positive relationship between coach and coachee produced successful outcomes. Hence, trust as a component of leadership has significant positive impact on coaching and leadership development outcome (Boyce, Jackson, & Neal, 2010).

2.3 **Summary**

This research study aims to examine the correlation and explore the influence of managerial coaching constructs (leadership, coaching process, empowerment, feedback, and trust) on leadership development to develop leadership competencies and qualities and to recognize the role of leadership and the relationship between managerial coaching constructs and leadership development discussed in literature through a comprehensive review and analysis of publications related to the field of coaching and leadership development.

Chapter 3

Theory

3.1 Introduction

The concept of executive or managerial coaching in literature grew in reputation outside academic and psychological contexts. Lately it has spread to cover human resource development, management and organizational leadership, and philosophical contexts, and recently it received great attention in business and organizational development (Hamlin, Ellinger, & Beattie, 2008; Ellinger et al., 2003; Peterson & Hicks, 1996). Today managerial coaching is considered as a novel technique or tool of leadership development and received a huge attention in leadership context (Kuo, Chang, & Chang, 2014). Many conceptual and empirical studies have been conducted recently on managerial coaching (Hamlin, Ellinger, & Beattie, 2009; Hagen, 2012), but none of them have been conducted in the UAE context. There was no solid attempt to outline the important dimensions, components, or competencies required to achieve or assess the desired coaching outcome or managerial coaching effectiveness (Hagen, 2012; McLean et al., 2005; McLean et al., 2005; Kuo, Chang, & Chang, 2014).

The UAE is a fast-developing country; its economy is booming, and international businesses enter its advanced, high-technology market. Also, globalization has its threats and opportunities in a competitive market environment (Mosca et al., 2009; Lloyd & Modlin, 2012). Consequently, through leadership development programs, UAEGAS is trying its best to nurture effective and dynamic leaders who are prepared to lead in a dynamic and competitive marketplace. Yet managerial coaching is still an emerging area of research and practice, with few researchers incorporating theory into their studies. The application of the theory is a major development that

needs to gain attention in the field of managerial coaching research. The theoretical framework applied to the current study is addressed in this chapter. The five proposed constructs were utilized to examine the correlation and to frame the effectiveness of managerial coaching on leadership development in an organization—UAEGAS. In particular, leadership, coaching process, feedback, trust, and empowerment were employed as independent variables and leadership development as the dependent variable to provide an insight as to how effectively managerial coaching can result in leadership development at an oil and gas company in the UAE.

In these days of serious leadership skills shortage, many employers are competing to recruit high-caliber candidates by offering attractive remuneration and development opportunities. The situation is being worsened by the additional requirement for talented and competent professionals for Expo 2020. This has further pressed the need for developing and preparing current leaders to avoid further investment in recruiting capable and competent new leaders or to secure expatriate professionals to fill gaps in critical roles. This has led to a virtual war for talent as competent professionals inevitably take over the positions of retiring experts (Half, 2014). To strengthen competitive position in the global market with new rivals emerging at a faster rate, organizations have to either pay the market rate for skilled professionals or develop the current leaders/young UAE nationals through coaching and leadership development programs to develop requisite skills and leadership capabilities necessary to fill the gaps in critical roles (UAEGAS Five Years Plan, 2015–2019).

The following are the fundamental theories that have contributed to the emerging profession of executive coaching. William James, who has remarkably contributed to the development of the coaching profession, helped clients build their lives after consciously and purposefully discovering their unknown value and purpose (Wright, 2005). Adler (1979) believed

that the components of the coaching process encouraged the techniques of growth and development of artistic and creative people, such as goal setting, life planning, and visioning. Carl Rodgers, the developer of the client-centered therapy approach, advocated that the therapeutic relationship had the ability to make changes in their life with the help of clients' expected skills (Wright, 2005). It is on the basis of this perspective that the clients are motivated to make long-lasting behavioral changes.

Based on the above literature theories on coaching and leadership development, the following subsection will explain the influence of the proposed managerial coaching constructs on leadership development from a comprehensive literature review.

3.2 Managerial Coaching

Managerial coaching is an effective leadership practice, which facilitates the learning process of the leader to widen his knowledge and skill to perform better and be more effective. Accordingly, the concept of a leader or manager as a coach has materialized and acquired great acceptance in the management and leadership development field (Hagen, 2012; Ellinger, Hamlin, & Beattie, 2007). In spite of the growing popularity of managerial coaching and the importance of coaching in general, the coaching approach and executive or managerial coaching literature has been criticized for not providing an agreement or understanding on the required managerial coaching competencies or components to develop training needs (Hagen, 2012; Ellinger, Hamlin, & Beattie, 2007). Most of the empirical studies on managerial coaching have been conducted outside the UAE context. A few empirical studies have proposed certain competencies, skills, personality, or demographic characteristics as significant factors for managerial coaching. The limitations of most studies were there were small sample sizes, research was conducted in one

organization context, participants might have misunderstood the questions, and some of the respondents were subjective and biased while answering the questions.

One of the aims of our research study is to identify and propose certain constructs or components for managerial coaching to successfully implement the leadership development program and to shed light on how demographic characteristics perceived the implementation of managerial coaching and leadership development.

Although the practice of executive and managerial coaching has expanded worldwide, empirical research proving the effectiveness of the outcome or main factors has been less to date (Kilburg, 2002; Turner, 2006; Boyatzis, 2005). There have been few empirical researches conducted in the field of executive and managerial coaching. A review of the few empirical studies revealed that many scholars emphasized the effectiveness of coaching, but a few studies tried to predict behavior change (Evans, 2007). Most of the researchers measured the quality of the relationship with the coach but not the effectiveness of coaching. No empirical study has been conducted so far, particularly in the UAE, on the effectiveness of the managerial coaching approach on leadership development.

3.3 Leadership Role

Executive coaching has groundwork in psychological, social, and leadership theories of development (Hudson, 1999; Wright, 2005). A comprehensive research on executive coaching has shown similarities between charismatic leadership theory, transformational leadership theory, and cognitive-behavioral theory. These theories suggested that leaders could change their personalities, could develop themselves and others, and have the ability to adapt to change.

“Leadership is not a matter of reflexive position or of the simple control of some grouping of character” (Stodgill, 1948, p.66). It is a working connection between the team leader and

members, in which the leader receives status through exhibition of abilities and active contribution in holding supporting task to completion (Green, 2014). *Leadership* can also be defined as process of encouraging and motivating other groups and working mutually to set the objectives and to assist in achieving these goals (Stogdill, 1950). Recent emerging trends are stressing the need for active development of leaders (Leskiw & Singh, 2007). Organizations that have a passion for raising the right leaders, appropriate organizational structures and culture, and strategic implementation of leadership programs can face future challenges in a better way (Fulmer, 1997; Miller et al., 2001). Most leadership literature place emphasis on leader traits, such as skills and personal behavior and characteristics employed by the leader within the organization (Schyns, Kiefer, Kerschereiter, & Tymon, 2011). Multiple theories of leadership were developed, including autocratic, charismatic, laissez-faire, participative, situational, servant, transactional, and transformational. A brief summary of the most important styles was given in the above sections. Most of the scholars have favored the transformational leadership style for the process of leadership development in terms of better employee morale, higher job satisfaction, and increased organizational commitment (Bass & Avolio, 1994; Yukl, 2010; Reave, 2005; Santora, 2001; Pellegrini & Scandura, 2006).

According to Lok and Crawford (2004), leadership role and style has a major impact in shaping and influencing an organization's culture and substantially determines the success or failure of an organization. Recent studies have also highlighted the influence of leaders on the positive outcome that contributes to the performance, achievement, and development of an organization and employees (Jong & Hartog, 2007; Yukl, 2010; Marki & Scandura, 2010). In view of the above, the following conclusion can be drawn:

H1. Leadership has a significant positive correlation with leadership development.

3.4 Leadership Development

Modern authors have the opinion that knowing the inner self is essential to lead effectively (Kouzes & Posner, 2002; Smith 2005). Bandura's (1974) social learning theory describes four learning stages in which individuals progress as they learn and develop expertise in specific areas. A review of literature indicates that organizations invest significantly to train and coach leaders through an effective leadership development program to cope with the rapid change in technology and competition in the global market (Ladyschewsky, 2007; Hurt & Homan, 2005; Singh & Leskiw, 2007). Leadership, leadership development, and leadership effectiveness are the most important elements in the success and longevity of the organization (Ancona, Malone, Orlikowski, & Senge, 2007). Shamir and Eilam (2005), in their life-stories approach to authentic leadership development, describe how leaders' life stories provide insight into the meanings they give about life events to guide their followers and eventually develop themselves over time through reflection. Executive coaching strategies provide an approach that can be adapted for coaching team leadership development (Diedrich, 2002).

In this complex, modern world of business where organizations become leaner and fast moving, leaders need to be trained in new ways and require a more subtle set of leadership competencies, including communication and relationship skills, to energize and respect employees of various backgrounds (Brown, 2003; Sherman & Freas, 2004). Leaders are required to communicate, encourage, motivate, and collaborate. It is suggested that emotional intelligence competencies are also required for the effectiveness of executive coaches (Goleman, Boyatzis, & McKee, 2002). Thereby, executive coaches can instill positive energy, passion, enthusiasm, motivation, and commitment in the coachees for effective leadership development (Evans, 2007).

As leaders are bound to seek knowledge and assistance in the present complex, technical world, leadership development programs are essential to enable key executives to acquire new leadership skills (Turner, 2003). Goldsmith (1996, p. 235) stated, “Future leadership development will not be like getting in shape. It will be like staying in shape.” This necessitates the institutionalization of ongoing leadership development through effective leadership development programs. Leadership achievement and position are no more based on what leaders are or what they do; it is rather based on their participation in processes and interpersonal relationships with their subordinates (Hernez-Broome & Hughes, 2004).

3.5 Coaching Process

In the studies conducted by Peterson (1993) and Kampa-Kokesch (2001), the effectiveness of executive coaching in changing leadership behavior was clearly evident. According to Witherspoon and White (1996), coaching process and focus depend on the situation and needs of the coachees: to learn particular skills, to improve performance, or to enable progress in professional life. Developmental coaching stresses the fact that additional skills and competencies are necessary for taking up a new or expanded role (Abiddin & Ismail, 2012; Joo, 2005).

There are many articles and books on the coaching process, which vary from three to six steps in length (Cunningham, 1991; Kilburg, 2000; Hudson, 1999). Although there are varied styles, goals, and strategies used in executive coaching, the process mostly consists of the following stages: (a) contracting, where the coach and the coachee enter into an agreement regarding the coaching contract; (b) data collection in the form of 360-degree assessments, personality and skill inventories, etc.; (c) assessment phase consisting of 360-degree feedback, interviews, and personality measurement; (d) building client awareness and developing a personal behavior change plan; and (e) implementing the action plan and monitoring with the coach

(Douglas & Morley, 2000; Thach, 2002). Young and Dixon (1996) conducted a study on the impact of coaching on the participants in a six-month leadership development program. The participants were requested to rate the most helpful components (i.e., coaching, feedback, classroom activity, etc.) of the program. Coaching was rated as number 1 (Young & Dixon, 1996). The four aspects of the study conducted by Czigan (2007) were synthesized to develop a coaching process where the participants' work flows from inner self to outer practice, a concentric-flow leadership development coaching process. In this process, exploration of inner self led outward to flow into the content coaching of the leadership competencies, forming new paradigms for leadership behavior. Later, when these competencies were incorporated, the managers' rehearsed actions of leadership were witnessed by their peers, direct supervisors, and reports. In the final stage of leadership development, such actions become part of the new practice followed in an organization. Three models were discussed in Abiddin and Ismail's (2012) article "Building Excellent Workforce through Effective Coaching for Coachees' Development." First is Schons's Three Models, second is the GROW Model, and third is the Coaching Method Model. Coaching approach is associated with self-development, performance improvement, professional growth, and career and leadership development of the coachees. Therefore, UAEGAS established development process for all level of employees: CAMS and CAS programs for fresh recruits, LoT program for future leaders, and MDP program for seniors' leadership development. All programs have well-established processes to follow and coaches assigned to facilitate the process. Based on these studies and statements, the coaching process or approach was identified as one of the five constructs for leadership development.

According to DerHovanesian (2005), success stories of the New York Fire Department and McDonald's Corporation that survived during the sudden deaths of their top management and

CEOs are the result of proper leadership development program, coaching, and succession planning, which ensured the readiness of the successors to take over (Singh & Leskiw, 2007). This indicated that coaching programs demonstrated a positive relationship with a clear leadership development and leadership role as supported by other researchers too (Boyce, Jackson, & Neal, 2010). On the basis of these arguments, it is hypothesized in this research that:

H2. Coaching process has a significant positive correlation with leadership development.

3.6 Empowerment

The leaders' ability to implement transformational leadership style on organizational commitment is directly influenced by empowerment (Ismail et al., 2011). Earlier theories and research studies support that transformational leadership leads to empowerment, which leads to self-efficacy and independent thinking (Avey, Hughes, Norman, & Luthans, 2007). In developing the theory of psychological empowerment, Avey et al. (2007) revealed that the standard work on job improvement to define empowerment as a motivational construct is demonstrated in four understandings: value, capability, self-determination, and influence. Statistical results of the study conducted by Ismail et al. (2011) confirmed that empowerment acts as a mediating variable in the relationship between transformational leadership and organizational commitment in the organization. Few other scholars proved this too (Avolio et al., 2004; Bycio et al., 1995). Rather than directing and controlling employees as traditional managers did in the past, new managers seem to empower employees to be self-directed and also support them to learn and develop themselves (Evered & Selman, 1989; Bass & Bass, 2000; Gilley, 2000). Empowerment is considered as an effective tool for managerial coaching (Kuo, Chang, & Chang, 2014). However, to date, there has not been either a theoretical model or research linking empowerment as a coaching construct to leadership development in the UAE. In the opinion of many scholars,

empowerment has not been much emphasized in previous studies, as they have neglected the role of employee empowerment in developing transformational leadership models which focus on developing, motivating, empowering, and building relationship with subordinates (Meyerson & Kline, 2008; Bycio et al., 1995).

Latest studies in the area of leadership and organizational commitment reveal that the impact of transformational leadership style on organizational commitment is indirectly influenced by empowerment (Sidani, Itani, & Baalbaki, 2011). Behavioral empowerment is developed based on an interpersonal approach where it focuses more on delegation of power and decision-making authority to employees. In current research, empowerment is considered as a critical aspect of organizational leadership style, where it positively influences behavioral outcomes, such as trust, performance, and competency level, being backed by few other researchers (Ismail et al., 2010; Ismail et al., 2009b). It motivates the researchers to further explore the issue. Hence, one of the hypothesis is as follows:

H3. Empowerment has a significant positive correlation with leadership development.

3.7 Feedback

Feedback alone has been recommended to be an effective motivator of behavior change (Smither & Walker, 1995; Atwater, Roush, & Fischal, 1995; Hegarty, 1974). Mostly, the executive coaching process that includes assessment is carried out by administering a 360-degree feedback on the leaders' behavior from the leaders' superiors, subordinates, and peers (Smither & Reilly, 2001; Douglas & Morley, 2000). Many studies conducted have analyzed the positive effect of a 360-degree feedback in improving leadership behavior (Smither et al., 2003; London, 2001). It has proved to increase self-awareness of skill strengths and deficiencies in managers (Shipper & Dillard; 2000; Hagberg, 1996; Rosti & Shipper, 1998). When implemented for the first time, it is

suggested that a 360-degree feedback be done for developmental rather than evaluative purposes (London & Smither, 1995).

Executive coaching combined with a 360-degree feedback has been one of the fastest-growing executive development options among organizations worldwide (Judge & Cowell, 1997; Goldsmith et al., 2000). Scores on Benchmarks©, which is an internationally recognized 360-degree feedback instrument developed by the Center for Creative Leadership, have shown to predict managerial effectiveness and career progress, indicating that feedback is a positive outcome of coaching program (McCauley, Lombardo, & Usher, 1989). Though a 360-degree feedback can be repeated at any time following the training program, the feedback with training is found to be as effective as executive coaching because the leaders can benefit from this quickly with less cost (Saling, 2005). Generally, the organizations that administer 360-degree feedback processes effectively connect it to a particular business requirement, receive top-management backing, and provide continuing support and follow-up (Lepsinger & Lucia, 1997).

Although 360-degree feedback and the coaching process are believed to be the key components of executive development system, it was supplemented by other development options, like exchange dialogues with the CEO, shadow boards, strategic forum series, community service, etc. Leaders who receive constructive feedback and become aware of their behaviors and learn to listen and ask effective questions gradually integrate new leadership behaviors and increase organizational performance (Kaye, 2006). It is through the developmental plan created jointly by the coachee and the coach after completing the 360-degree feedback process that the support to participate in the agreed options is gained (Thach, 2002).

Leadership style and approach influence success and satisfaction in the workplace, which depend on a leader's ability to influence a positive change, inspire, provide clear vision, and

communicate to employees at all levels (Wood et al., 2011). Feedback is an essential construct for leadership development and employee performance (Baron, Morin, & Morin, 2010; Kirkbride, 2006). The 360-degree feedback process has a positive impact on employees' development, performance, and job satisfaction (Baron, Morin, & Morin, 2010; Wood, 2011; Kelloway, Barling, & Helleur, 2000; Moenninghoff et al., 2011). Feedback increases leadership effectiveness (Longenecker 2010; Kelloway, Barling, & Helleur, 2000; Baron & Morin, 2010).

The leader's approach develops subordinates' potential through proper coaching, mentoring, continuous feedback, and towards achieving organizational strategy and goals (Sidani, Itani, & Baalbaki, 2011). Coaching methods heavily depend on the constructive feedback process to enhance the individual's performance and future expectations and to build positive relationships (Ellinger, Hamlin, & Beattie, 2008; Kelloway, Barling, & Helleur, 2000; Longenecker, 2010). Managers agree that feedback and coaching significantly improve their employees' performance (Longenecker, 2010). Accordingly, we propose the following hypothesis:

H4. Feedback has a significant positive correlation with leadership development.

3.8 Building Trust (Relationship)

Building trust is the foundation of the philosophy of leadership (Fairholm & Fairholm, 2000). All proposed managerial coaching constructs would not work if the trust component were missing (Boyce, Jackson, & Neal, 2010). Most of the coaching process and models mentioned in the existing coaching and leadership development literature have a trust component (building relationship) as an essential factor for the successful implementation of the coaching process (Kuo, Chang, & Chang, 2014; Abiddin & Ismail, 2012; Neves, 2014). Therefore, UAEGAS conducts the MDP program for senior management annually where the team building exercise theme is one of the main topics discussed and employed. Trustworthiness is attributed to leaders when their interest

and motives are not solely dependent on self-interest (Luke, 1998). Leadership can take place only in a climate of mutual, coordinated action that is based on common values and vision (Fiarholm, 1991). The perceptions of a person's overall leadership effectiveness are correlated with people's trust in that leader (Posner, 1995). According to Hodgetts (2002), personal chemistry between the coachee and the coach and factors like life experiences and socioeconomic background are vital for making effective coaching matches. Good match and a trusting relationship between the coachee and the coach are very important for improving learning and applying behavioral change (Joo, 2005).

The concept of leadership may not be recognized if trust is absent (Nichols et al., 2011). The most important feature for a successful coaching outcome is the relationship between the coaches and the coachees (Boyce, Jackson, & Neal, 2010). A coaching program outcome is positively indicated in the relationship processes of trust, relationship of coaches and coachee, and commitment. Boyce, Jackson, and Neal (2010) reported that 65% of dismissals of coaching assignments were due to unsuccessful coach and coachee relationships. Many researchers concluded that the positive relationship between the coach and his coachee produced successful outcomes. Hence, taking into consideration trust as a component of leadership that has significant positive impact on the coaching and leadership development outcome (Boyce, Jackson, & Neal, 2010), the following hypothesis is formulated:

H5. Trust has a significant positive correlation with leadership development.

3.9 Demographic Characteristics

Many studies were conducted previously that focused on the generational and general impact of demographic characteristics on managerial and leadership approach (Chang, 2006; Gill et al., 2010; Patiar & Mia, 2008; Haynes, 2011). The oldest generation, the veterans who were born

1922–1943 (Zemke et al., 2000) believe in hard work, honor, and duty before pleasure. The next generation, called the Boomers, are optimistic, team oriented, and enjoy personal gratification. Generation X (1960–1980) are global thinkers, fun and self-reliant. Finally, Generation Y (1980–2000) are optimistic, confident, and diverse. Different generations have different work values (Salahuddin, 2010). Understanding differences in work values is necessary to promote healthy human resource strategies in companies (Chen & Choi, 2008). Different generations and demographic characteristics have different perceptions about preferred communication, teamwork requirements, and work design (Bell, 2008). All these studies indicate that demographic characteristics such as age, gender, nationality, job level, qualification, and length of service/experience can influence their preference about the managerial coaching constructs used in this study.

Generational stereotypes are to be eliminated by businesses as much as possible (Appelbaum et al., 2005). Generation Xers look for mentors in Baby Boomers' work environment as the latter are proficient in coaching. Hence, a mentoring program would be possible between the two generations. Empirical study analyses revealed the impact of different generations have on workforce; it was discovered that each generation has different workplace characteristics and organizational space demands (Haynes, 2011). Generations expect physical space elements, such as having up-to-date technology in their workplace. Therefore, it is necessary to consider such findings when organizations hire for themselves. It is a wise decision for current managers to review their own leadership style and become aware of the generational differences (Gesell, 2010). In an empirical study conducted by Malangwasira (2013), lower levels of leadership development and job satisfaction are reported if there was a clear age gap between the coach and the coachee.

When the two dyad members were within the same age bracket, there were high levels of leadership development and job satisfaction reported.

Length of service (work experience) is another demographic characteristic examined in this study. Previous work experience of a person can lead to positive organizational outcome (Eddleston et al., 2004). Usually, tenured persons are being offered the opportunity of networking and mentoring. Through the process of role definition, the relationship and feelings of liking between leaders and followers are expected to be enhanced over time (Bhal et al., 2007). Supervisors liked the subordinates with short job tenure more than the ones with longer job tenure (Tsui & O'Reilly, 1989).

Differences in demographic characteristics of individuals such as age, tenure, gender, and education qualification play an important role in the relationship between coach and the coachee. If dissimilarities in demographic background between the coach and the coachee lead to differences in attitudes, values, and beliefs, then role conflict, job dissatisfaction, and poor communication will be high because the coach and the coachee may have different conceptions of the subordinate's role necessities (Malangwasira, 2013). The above arguments have helped the researcher in formulating the below hypothesis:

H6. Demographic characteristics at UAEGAS have different perception and preference on the implementation of managerial coaching constructs and leadership development.

Thus, the main purpose of this research study is to examine the correlation and to explore the influence of coaching constructs (leadership, empowerment, trust, feedback, and coaching process) as independent variables on leadership development as the dependent variable. Also, it aims to explore and analysis preference and perception of demographic characteristics on the

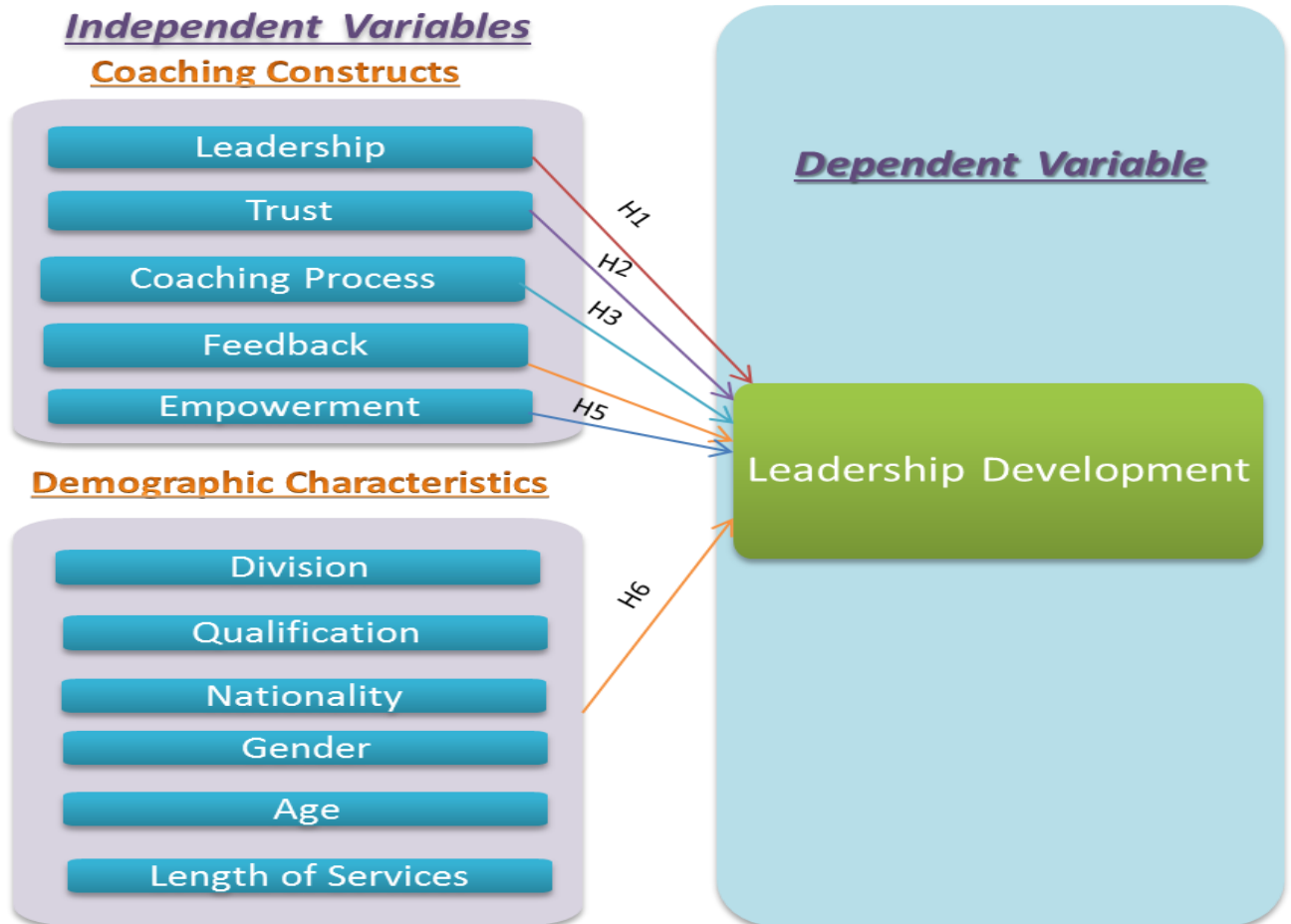
implementation of managerial coaching constructs on leadership development and the role of leaders as discussed in literature through a comprehensive analysis of publications related to the field of coaching and leadership development.

Based on the above literature and theoretical discussion, the hypotheses and conceptual model are summarized in chapter 3.10 and figure 3, respectively.

3.10 Proposed Research Study Hypotheses

- H1. Leadership has a significant positive correlation with leadership development.**
- H2. The coaching process has a significant positive correlation with leadership development.**
- H3. Empowerment has a significant positive correlation with leadership development.**
- H4. Feedback has a significant positive correlation with leadership development.**
- H5. Trust has a significant positive correlation with leadership development.**
- H6. Demographic characteristics at UAEGAS have different perception and preference on the implementation of managerial coaching constructs and leadership development.**

Figure 3: Managerial Coaching Constructs and LD Conceptual Model



Chapter 4

Data and Methodology

4.1 Introduction

The intent of this study is to examine the correlation and explore the influence of managerial coaching constructs on the leadership development at UAEGAS. To date, there has been little empirical research on the impact of managerial coaching approach on leadership and management effectiveness and what particularly is expected from a coach to create that impact (Turner, 2006; Kilburg, 2002; Boyatzis, 2005). Most of the published researches on managerial coaching are mainly associated with graduates' dissertations examining the concept of managerial coaching and leadership development in general for a specific program (Kilburg, 2002).

This chapter covers the methodology of the present study, and it contains the overall design and approach, a brief description of the research data collection, the population, and the sample, including the demographic characteristics. Also, it will cover the procedures applied and the instrumentation for data collection, the process and method used for the data analyses, and the method used for protecting participants' confidentiality as well as the company being studied.

4.2 Research Design and Approach

A quantitative approach, through an electronic survey, is used for data collection in this research study. Three existing instruments in coaching and leadership development, namely, Collaborative Leadership Self-Assessment Questionnaires from Turning Point, Southern Oregon University Assessing Your Current Feedback Skills (SOU-HRS, 2005), and Coaching Skills

Survey Compendium of Questionnaires and Inventories, were reviewed, and some of the items related to the proposed constructs of the study were selected, modified, and adopted to suit the purpose of the research study about an oil and gas company in the UAE context accordingly and to test the readability and clarity of the newly designed survey's guidelines, items' (questions) statements, and the readiness and reliability of the online survey functionality to do the required amendment. Also, to examine the validity and reliability of the survey questionnaire and instrument, a pilot test was conducted on 52 individuals, where minor amendments were made based on the feedback received. For more details on the pilot test procedure, refer to appendix 2. The survey was distributed to 900 employees through their company e-mail account (14 rounds or reminders have been sent). Five Likert-type scales with 33 items covering all six variables (leadership, empowerment, trust, feedback, coaching process, and leadership development) were used to collect the data and examine the reliability and validity of the survey items using Cronbach's alpha through SPSS (Statistical Package for the Social Sciences) software. The survey was conducted within the leading oil and gas company in the UAE, but to maintain the confidentiality of the company's identity, the study would throughout refer to it as "UAEGAS."

4.2.1 Instrumentation

The Survey Monkey software was used to conduct this study. The three existing instruments used to test the proposed conceptual model underlying correlation hypotheses were Collaborative Leadership Self-Assessment Questionnaires from Turning Point, Southern Oregon University Assessing Your Current Feedback Skills (SOU-HRS, 2005), and Coaching Skills Survey Compendium of Questionnaires and Inventories, where some items were selected, modified, developed, and adopted to suit the purpose of the study.

The Statistical Package for Social Sciences (SPSS) software program was used for the analysis. The instruments used in this study totaled 33, including the demographic items. The instrument was designed to be short and practical to ease the survey administration for the participants in terms of the time required to complete the questionnaire. Although the validity and reliability of the above-mentioned instruments have been proven in previous studies, its construct's validity and reliability were tested via Cronbach's alpha for the sample of the current study. Each item was presented as a five-point Likert-type scale with 1 being "strongly disagree" and 5 being "strongly agree." A pilot test was conducted to verify the reliability of the questionnaire items, and Cronbach's alpha value was above 0.7.

4.2.2 Measures

Leadership. The first factor contains six items that relate to leadership role. Responses were given on a five-point Likert-type scale, which ranged from 1 representing "strongly disagree" to 5 representing "strongly agree." A sample item is "My direct supervisor communicates clearly his expectations for the work." During the pilot study, Cronbach's alpha for this construct was 0.884.

Leadership Development. The second factor that is a dependent variable in this study was measured by five items. These items asked followers to indicate the extent to which their leaders exhibit individual consideration, trust, and acceptance, as well as engage in resolving conflicts, building action plans, coaching and mentoring, and supervision. Participants completed a five-point Likert-type scale ranging from 1 (strongly disagree) to 5 (strongly agree). A sample item is "I take seriously my responsibility for coaching and mentoring others." Cronbach's alpha for this factor was 0.908.

Building trust. Six items were asked to assess each aspect of building trust by the direct supervisor (i.e., idealized influence combining inspirational motivation, individualized consideration, and intellectual stimulation). Participants were asked how their direct supervisor strived hard to keep promises, admit mistakes, and so on, to build trust among the team and stakeholders, and they indicated their responses on a five-point Likert-type scale (1 = strongly disagree; 5 = strongly agree). During the pilot study, Cronbach's alpha for this construct turned out to be 0.938.

Coaching process. Participants were asked if their direct supervisor helps, encourages, and supports them in view of coaching the followers to which they responded on a five-point Likert-type scale (1 = strongly disagree; 5 = strongly agree). Items include "My direct supervisor follows a clear structure while coaching me." Cronbach's alpha for coaching process was 0.947.

Feedback. Factor 5 contains six items that measure feedback or openness of the direct supervisor. The scale items are anchored from 1 (strongly disagree) to 5 (strongly agree). A sample item is "I feel comfortable being open with my direct supervisor." During the pilot study, Cronbach's alpha for this construct was 0.924.

Empowerment. The final factor contains four items that reflect the effective empowerment done by the direct supervisor. Items were rated on a five-point Likert-type scale, ranging from 1 (strongly disagree) to 5 (strongly agree). Sample items include "My direct supervisor encourages me to set my own improvements goals." Cronbach's alpha for the empowerment factor was 0.933.

The results of the pilot study show that Cronbach's alpha for all the above variables is above 0.7, which indicates the validity and reliability of the questionnaire items (McCarthy & Garavan, 2006).

4.2.3 Population and Sample Size

The sample size of this research study is 900 employees on the supervisory level and above (managerial jobs) out of the UAEGAS workforce of 1,600, after filtering and removing all junior employees below the managerial and supervisory levels. The survey was sent electronically through company account e-mail to all participants, and 523 responded and completed the online survey questionnaire. Data collection procedure will be explained in more detail in the next section. After examining the list of respondents, 469 (52%) were considered as true respondent cases because 48 respondents were below supervisory level and six skipped some questionnaire items and did not complete the survey questionnaire. These ($48 + 6 = 54$) were eliminated and excluded from the final study sample for not meeting the sample criteria of the research target.

4.2.4 Demographic Characteristics

Descriptive statistics were computed to describe and analyze the demographic characteristics of the 469 respondents on managerial coaching constructs and leadership development. Statistical software SPSS was used to evaluate the descriptive statistics. Table 1 represents demographic characteristics. Based on the data given, the female respondents ($n=33$, 7.04%) are significantly fewer than male respondents ($n=436$, 92.96%). This huge difference is due to the nature of the work requirements since majority of the employees are working offshore in remote areas, which further restricts females to have a permanent job. Participants' ages range from 21 to 60 years old. Majority of the participants fall under the age group of 31 to 40 ($n=154$, 32.84%), followed by the age group of 51 and above ($n=120$, 25.59%), and followed by 41 to 50

years old (n=114, 24.31%), and the smallest group belonged to the age group of 21 to 30 years old (n=81, 17.27%). None of the participants belonged to the age group of less than 20, as no one holds supervisory position in this age group within UAEGAS. Local (UAE) participants (252, 53.73%) outnumbered expatriate participants (n=217, 46.27%).

Table 1: Demographic Characteristics

Demographics	Answer Choices	Frequency	%
Gender	Male	436	92.96%
	Female	33	7.04%
Age Group	Less than 20	0	0%
	21 to 30	81	17.27%
	31 to 40	154	32.84%
	41 to 50	114	24.31%
	51 and above	120	25.59%
Nationality	UAE	252	53.73%
	Expatriate	217	46.27%

4.2.5 Professional Characteristics

The professional characteristics of the respondents are exhibited in tables 2 and 3. First, qualification and length of service of the respondents are presented in table 2.

As illustrated in table 2, majority of the participants hold a bachelor's degree (n=226, 48.19%), filling engineering, officer, and senior positions, followed by diploma holders (n=81,

17.27%) and higher diploma holders (n=67, 14.29%), filling supervisory positions. Master's degree holders represent 14.29% of the participants (n=67). The lowest qualification is high school diploma holders, which represent 4.48% of the respondents (n=21). In terms of length of service within the company, the majority of participants served from 11 to 20 years (n=153, 32.62%), then fresh comers from one to five years' service (n=93, 19.83%), followed by 21 to 30 years of service (n=88, 18.76%), while participants from six to 10 years of service represent 18.34% (n=86), and participants due for retirement with 31 and above years of service represent the remaining 4.48% (n=21).

Table 2: Professional Characteristics

Demographics	Answer Choices	Frequency	%
Qualification	High School	21	4.48%
	Diploma	81	17.27%
	Higher Diploma	67	14.29%
	Bachelor	226	48.19%
	Master's	67	14.29%
	PhD	7	1.49%
Length of Service	Less than 1 year	28	5.97%
	1 to 5 years	93	19.83%

	6 to 10 years	86	18.34%
	11 to 20 years	153	32.62%
	21 to 30 years	88	18.76%
	31 and above	21	4.48%

Table 3 shows the job level and the divisions of the respondents; the participants represent different job levels from supervisor up to senior vice president. The majority of participants are within the group of supervisors, officers, engineers, and accountants (n=272, 58%), followed by team leader, senior engineer, senior officer, and senior specialist level (n=142, 30.28%). The head of the department or manager level represents 9.38% (n=44), and the vice president level represents 2.13% (n=10). In terms of the divisions, the respondents were collected from 15 different divisions within UAEGAS. The maintenance division had the highest respondent rate (n=82, 17.48%); the second highest number of respondents was from HR (n=78, 16.63%), followed by the operations division (n=68, 14.50%). S&CD, CC&PR, and internal audit have the lowest respondent rate (n=5, 1.07%) each due to the population size of the divisions. The majority of the participants were from technical divisions (n=354, 75.48%).

Table 3: Professional Characteristics

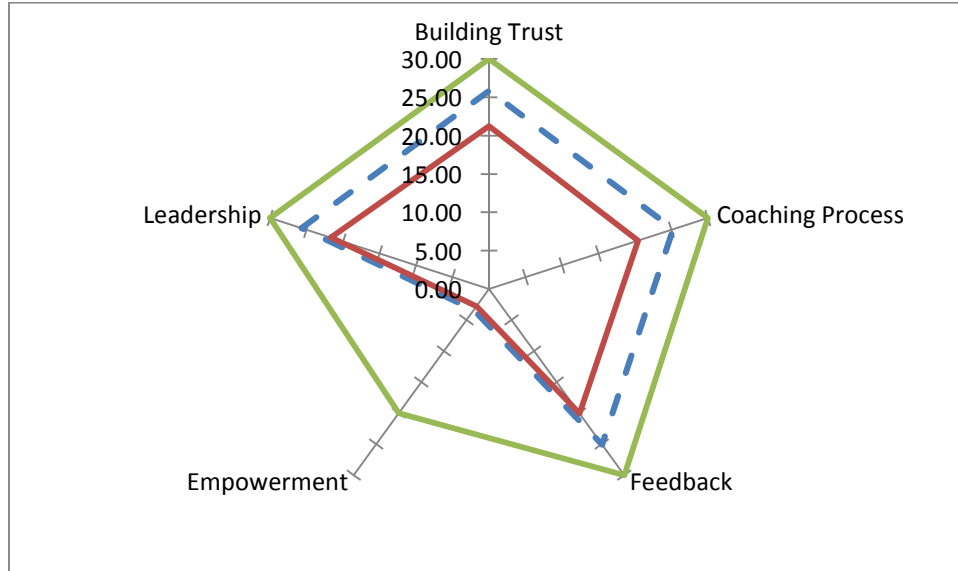
Demographics	Answer Choices	Frequency	%
Job Level	Junior Staff Technical	0	0%
	Junior Staff Support	0	0%
	Supervisor/Officer/Engineer/Accountant	272	58%
	Team Leader/Senior Engineer./Senior Officer/Senior Specialist	142	30.28%
	Head of Department/Manager	44	9.38%
	Vice President	10	2.13%
	Senior Vice President	1	0.21%
Division/Department	HR	78	16.63%
	Marketing	9	1.92%
	IT	36	7.68%
	Procurement and Contracts	37	7.89%
	Finance	14	2.99%
	Operations	68	14.50%
	Maintenance	82	17.48%

	Plant Management/GTS	19	4.05%
	Engineering	49	10.45%
	Integrity and Quality	18	3.84%
	Projects	29	6.18%
	HSE	16	3.41%
	S&CD	5	1.07%
	CC&PR	5	1.07%
	Internal Audit	4	0.85%

4.2.6 Cluster Analysis

Cluster analysis is performed to further understand the differences among UAEGAS employees' perceptions towards managerial coaching. Tables 1, 2, and 3 indicate different response percentiles of the same survey questionnaires based on the demographic characteristics of this study. Cluster analysis had identified that there were two groups at UAEGAS with differing responses to the coaching approach (see appendix 12). The result of the cluster analysis was displayed in figure 4 below, with the highlights of the differences and possible interpretation of the same. Further explanation will be provided in chapter 5 (Discussion of Results).

Figure 4: Radar Chart Showing Cluster Analysis



4.2.7 Data Collection Procedure

The senior management of UAEGAS, the organization in which the research was conducted, was contacted to explain the purpose of this DBA research study and to seek their permission to conduct the study. They granted permission to conduct the research study (see appendix 1) and to distribute the survey questionnaire. After getting the Institutional Review Board's (IRB) approval (appendix 3), UAEGAS's human resources (HR) team was approached to provide the list of their employees in the supervisory level and above (managerial level). Once the list of the names and their company's e-mail account were received, the potential participants were informed about the purpose of the study and were requested to complete the survey questionnaire.

Prior to sending the survey questionnaire to all participants, a pilot study was conducted in one division to ensure the clarity of the questionnaire statements and the functionality of the online

system. The pilot study procedure was done in line with research standards (see appendix 2). The survey questionnaires (5x-Short) consist of a demographic data section and 32 items covering six variables (leadership development, leadership, coaching process, building trust, feedback, and empowerment). SurveyMonkey.com was used to send the survey questionnaire to all 900 participants via the company's e-mail account. The survey questionnaires were distributed to supervisory level and above within 15 divisions. The electronic survey questionnaire and invitation were sent on May 30, 2013 (see appendix 4) for 20 days to collect the data from all participants, and on daily basis, reminders were sent to those who did not respond. By the final invitation or reminder, the total participants who responded were 523. After examining the responses, 52% were considered as true respondent cases because 48 respondents were below supervisory level and six skipped the survey questionnaires. No missing data was found or reported (see appendix 11). The collected data was administered through Survey Monkey to present the required statistics from the data collected for analysis and reporting purposes.

4.2.8 Estimates of Reliability

A reliability and validity test was conducted for the instruments of this study. The reliability assessments for leadership, leadership development, building trust, coaching process, feedback, and empowerment were computed using Statistical Package for Social Sciences (SPSS) for Cronbach's alpha coefficient. The results of the reliability analysis are provided in table 4 below.

Table 4: Results of the Reliability Analysis

Variables	No. of Items	Cronbach's Alpha
Leadership	6	0.908
Leadership Development	5	0.884
Building Trust	6	0.938
Coaching Process	6	0.947
Feedback	6	0.924
Empowerment	4	0.933

The estimations of internal consistency as shown in Table 4 above indicate that the six factors selected for this study were found to be reliable based on George and Mallery (2003) where an alpha coefficient greater than 0.70 means that at least 70% of the variance is systematic and reliable. As demonstrated in Table 4, Cronbach's alpha for all variables greater than 0.88 (> 0.70) (George & Mallery, 2003) suggested that at least 88% of the total variance is reliable.

4.2.9 ANOVA Analysis

An ANOVA analysis was performed to assess the significance of the relationships between the groups. In this study, the results of ANOVA techniques indicated that all the hypotheses were highly significant ($p = 0.000$) as presented in table 5. This was testing the relationship between LD

and all other five factors using ANOVA with repeated measure. According to Cristina (2003), ANOVA analyses that reveal between-group variance if significantly greater than the within group at all scales are considered as an acceptable level for internal consistency.

To confirm that the assumptions of normality, linearity, and homogeneity of variance of the data were not violated, preliminary analyses were performed. Before interpreting the results, Levene's test was conducted for homogeneity of variance, and thereby, equal variances were assumed. Hence, the variable was observed to be normally spread.

Table 5: ANOVA Test Analysis

ANOVA						
Factors		Sum of Squares	df	Mean Square	F	Sig. p
Leadership	Between Groups	2,699.762	16	168.735	10.898	0.000
Building Trust	Between Groups	3,151.273	16	196.955	11.408	0.000
Coaching Process	Between Groups	2,910.591	16	181.912	9.989	0.000
Feedback	Between Groups	2,858.400	16	178.650	10.230	0.000

Empowerment	Between Groups	64.929	16	4.058	11.020	0.000
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4.2.10 Managerial Coaching Constructs and Leadership Development

An ANOVA test showed that managerial coaching constructs make a significant overall difference between leadership construct ($M = 168.73$, $SD = 16$, $F = 10.898$, $p < 0.000$), building trust construct ($M = 196.95$, $SD = 16$, $F = 11.408$, $p < .0000$), coaching process construct ($M = 181.912$, $SD = 16$, $F = 9.989$, $p < 0.000$), feedback construct ($M = 178.650$, $SD = 16$, $F = 10.230$, $p < 0.000$), and empowerment construct ($M = 4.058$, $SD = 16$, $F = 11.020$, $p < 0.000$). Overall managerial coaching constructs have different effects and perceptions on LD compared with different demographic characteristics. This is in agreement with existing study, which revealed that different demographic characteristics might have different perceptions/preferences on managerial leadership approach and managerial effectiveness (Chang, 2006). This will be discussed in more detail in chapter 5.

4.3 Data Analysis and Results

4.3.1 Correlation Analysis

The correlation approach was suggested to be more applicable for this study. It explains the relationship among all variables (Creswell, 2008). To test if there was correlation between the proposed constructs, the correlation coefficient (r) was used for data analyses for the present study. The correlation coefficient between 0.10 and 0.30 is considered as a weak relationship, but when the correlation is between 0.40 and 0.60, it is considered to be a moderate relationship, and when

at 0.70 and above, it indicates a strong relationship (McMillan, 2000). For this study's sample size, 0.195 at $p = 0.05$ is considered a significant level for two-tailed test as critical results for the correlation coefficient although an alpha (α) of 0.05 was used for all statistical tests, as it is the most common value in social science research (Huck, 2012). However, according to Fisher (1956) and Fisher (1926), a 10% (0.10) significance level is acceptable for predicting the response, which represents 90% confidence interval. Since this study data were built from the perception of the participants, which might be at some level biased, a 10% risk can be accepted. Alternately, the author is looking for 90% confidence (Ellinger, Hamlin, & Beattie, 2007; Moghrabi, Sharabati, & Khader, 2014; Pearson, Fisher, & Inman, 1994).

4.3.2 Regression Analysis

Multiple regressions along with correlation analysis determined if a relationship between leadership development and the independent variables, the managerial coaching constructs (leadership, feedback, coaching process, trust, and empowerment), exists within the selected population. Multiple regression is the appropriate method for this research because it is a method to examine the relationship between several independent variables by a single dependent variable of the study (Hair et al., 2010). The analysis focused on the relationship between managerial coaching constructs and leadership development as stated in this study hypothesis. Also, it aims to explore preference and perception of demographic characteristics on the implementation of managerial coaching constructs on leadership development. The mean average, standard deviation, regression, and the correlation coefficient of the proposed model with further analysis were computed and tabulated in tables 6 to 18.

The bivariate correlations (r) between leadership, building trust, coaching process, feedback, empowerment, and leadership development were examined. The critical score for the

correlation coefficient (two-tailed) based on this study was 0.195 at $p = 0.05$ significant level.

Table 6 below presents the correlation coefficient of the Pearson's (r) values.

Table 6: Descriptive Statistics and Pearson's Correlation Coefficients of All Managerial Coaching Constructs Variables

Note: Correlation is significant at * $p < 0.05$ ** $p < 0.01$ level.

	M	SD	1 L	2 LD	3 BT	4 PC	5 F	6 E
1-Leadership	3.8447	0.75869	1					
2-Leadership Development	4.1552	0.62014	0.495**	1				
3-Building Trust	3.8216	0.80635	0.849**	0.512**	1			
4-Coaching Process	3.7043	0.81322	0.822**	0.494**	0.847**	1		
5-Feedback	3.6841	0.79886	0.792**	0.500**	0.842**	0.832**	1	
6-Empowerment	3.7409	0.87891	0.793**	0.507**	0.815**	0.825**	0.827**	1

Descriptive statistics and Pearson's correlation coefficients were performed to test the significant relationship between the five managerial coaching constructs and leadership development. Table 6 explained the descriptive statistics and relationship between the independent variables (leadership, coaching process, building trust, feedback, and empowerment) and LD, the dependent variable. All the variables' means, standard deviations, and correlations were reported. The average mean ranges from 3.68 to 4.15, and the standard deviations range from 0.62 to 0.87.

The results indicated that leadership is positively correlated to LD ($r = 0.49$, $p < 0.01$) at moderate positive relationship (McMillan, 2000), and building trust ($r = 0.51$, $p < 0.01$) positively correlated to LD. The correlation matrix also proposed that LD is positively correlated to coaching process ($r = 0.49$, $p < 0.01$), feedback ($r = 0.50$, $p < 0.01$), and empowerment ($r = 0.51$, $p < 0.01$). The five proposed hypotheses in the hypothesized model were significantly correlated at $p \leq 0.05$ as indicated in table 6 at a moderate positive significant level (< 0.70) (McMillan, 2000). The results also indicated a strong positive relationship of the correlation between the coaching constructs themselves (leadership, building trust, coaching process, feedback, and empowerment), which ranged from 0.792 to 0.842 (> 0.70) (McMillan, 2000). Altogether, these findings supported H1, H2, H3, H4, and H5 as indicated in table 6. The hypothesized model in figure 3 illustrated a significant positive correlation between the managerial coaching constructs and LD. The five hypotheses were supported and accepted at moderate positive significant relationship (< 0.70) (McMillan, 2000). Therefore, it could be concluded that all managerial coaching constructs have a positive significant correlation with LD, and they positively contribute to LD. These findings were in agreement with the extent of existing literature and supported the study hypotheses.

4.3.2.1 Managerial Coaching Constructs and Leadership Development Division-Wise

In terms of regression analysis organization level (combining data from all the division), table 7 shows a lack of a significant relationship as R^2 value is only 0.294. It is clear from participants' responses that leadership development at UAEGAS is working satisfactorily (people who selected "agree" and "strongly agree" are more than 80%) (see appendix 9). However, it is interesting to observe that 20% to 30% of the employees have no opinion about most of the

independent factors. The coaching process implementation at ADGAS might not have reached the appropriate maturity level or might be at different levels of maturity in different divisions.

Table 7: Summary of Regression Analysis Division-Wise

Scope of Study	R	R²	<i>Adjusted</i> R²	Std. Error	Sig. in ANOVA
All Divisions	0.542	0.294	0.286	2.61	0.000
Human Resources	0.328	0.108	0.096	2.36	0.003
Marketing	0.784	0.615	-0.028	1.60	0.551
Information Technology	0.837	0.701	0.683	2.49	0.000
Procurement & Contracts	0.702	0.493	0.478	3.01	0.000
Finance	0.833	0.694	0.602	1.53	0.006
Operations	0.687	0.472	0.464	2.20	0.000
Maintenance	0.576	0.332	0.323	2.17	0.000
Plant Management/GTS	0.330	0.109	-0.234	3.24	0.893
Engineering	0.543	0.295	0.213	2.60	0.008

Integrity and Quality	0.711	0.506	0.440	2.42	0.005
Projects	0.624	0.390	0.257	2.19	0.034
Health, Safety & Environment	0.722	0.522	0.488	2.70	0.002

In terms of significant factors division-wise as represented in table 8, participants from the finance division have responded that three independent constructs (building trust, coaching process, and empowerment) are significantly related to leadership development. On the other hand, other divisions have different opinions about the implementation of managerial coaching and leadership development at UAEGAS.

Table 8: Significant Factors Division-Wise (Coefficients with Sig. Value Less Than 0.10)

Scope of Study	Leadership	Building Trust	Coaching Process	Feedback	Empowerment
UAEGAS					0.036
Human Resources					0.003
Marketing					
Information Technology		0.000			
Procurement and Contracts			0.000		
Finance		0.005	0.007		0.029
Operations	0.000				
Maintenance	0.000				
Plant Management/GTS					
Engineering					
Integrity and Quality			0.002		0.016
Projects					
Health, Safety, and Environment				0.002	

4.3.2.2 Managerial Coaching Constructs and Leadership Development Qualification-Wise

In terms of the regression analysis qualification-wise as presented in table 9, lower-educated employees (high school and diploma) are responding well to leadership development than more educated employees. It is interesting to note that with employees with the highest qualification (PhD), regression analysis is not significant.

Table 9: Summary of Regression Analysis Qualification-Wise

Scope of Study	R	R ²	<i>Adjusted R²</i>	Std. Error	Sig. in ANOVA
High School	0.863	0.744	0.659	2.262	0.000
Diploma	0.707	0.500	0.467	2.093	0.000
Higher Diploma	0.302	0.091	0.016	2.543	0.310
Bachelor	0.617	0.381	0.366	2.611	0.000
Master's	0.501	0.251	0.190	2.507	0.003
PhD	0.949	0.901	0.403	2.078	0.509

In terms of significant factor qualification-wise as presented in table 10, it is noteworthy that feedback is very significant with lower-educated employees, and empowerment and building trust are more significant with highly educated employees.

Table 10: Significant Factors Qualification-Wise (Coefficients with Sig. Value Less Than 0.10)

Scope of	Leadership	Building	Coaching	Feedback	Empowerment
High School				0.096	
Diploma	0.002			0.005	
Higher					
Bachelor		0.017			0.001
Master's					
PhD					

4.3.2.3 Managerial Coaching Constructs and Leadership Development Nationality-Wise

As presented in table 11, there is not much difference in correlation between UAE nationals and expatriates on leadership development. However, empowerment and building trust are significant factors for leadership development among expatriates. In the case of UAE employees, the significant factors are leadership and feedback as indicated in table 12.

Table 11: Summary of Regression Analysis Nationality-Wise

Scope of Study	R	R ²	Adjusted R ²	Std. Error	Sig. in ANOVA
UAE	0.533	0.284	0.269	2.790	0.000
Expatriate	0.568	0.323	0.307	2.358	0.000

Table 12: Significant Factors Nationality-Wise (Coefficients with Sig. Value Less Than 0.10)

Scope of Study	Leadership	Building Trust	Coaching Process	Feedback	Empowerment
UAE	0.016			0.056	
Expatriate		0.029			0.007

4.3.2.4 Managerial Coaching Constructs and Leadership Development Gender-Wise

Table 13 shows that the employee's gender is not a significant factor in the correlation with leadership development. On the other hand, table 14 suggests that both male and female employees are responding positively to the empowerment construct.

Table 13: Summary of Regression Analysis Gender-Wise

Scope of Study	R	R ²	<i>Adjusted</i> R ²	Std. Error	Sig. in ANOVA
Male	0.539	0.290	0.282	2.632	0.000
Female	0.691	0.477	0.381	2.315	0.002

Table 14: Significant Factors Gender-Wise (Coefficients with Sig. Value Less Than 0.10)

Scope of Study	Leadership	Building Trust	Coaching Process	Feedback	Empowerment
Male					0.076
Female					0.015

4.3.2.5 Managerial Coaching Constructs and Leadership Development Age Group–Wise

As presented in table 15, the employee's age is not a significant factor in the correlation with leadership development. However, table 16 indicates that senior employees 51 years old and above are satisfied with the empowerment construct, and fresh young employees are satisfied with building trust. However, middle-aged employees (31 to 50) agree with leadership guidance.

Table 15: Summary of Regression Analysis Age Group–Wise

Scope of Study	R	R ²	<i>Adjusted</i> R ²	Std. Error	Sig. in ANOVA
21 to 30	0.702	0.492	0.459	3.018	0.000
31 to 40	0.541	0.293	0.269	2.666	0.000
41 to 50	0.442	0.195	0.158	2.143	0.000
51 and above	0.432	0.187	0.151	2.150	0.000

Table 16: Significant Factors Age Group–Wise (Coefficients with Sig. Value Less Than 0.10)

Scope of Study	Leadership	Building Trust	Coaching Process	Feedback	Empowerment
21 to 30		0.015			
31 to 40	0.038				
41 to 50	0.075				0.041
51 and above			0.053		

4.3.2.6 Managerial Coaching Constructs and LD Length of Service–Wise

As indicated in table 17, when considering the length of service, the correlation is strong among fresh employees with up to five years of service at UAEGAS. Yet table 18 shows that employees with a length of service of one year to five years are satisfied and suggests that empowerment and building trust constructs are significant factors for leadership development. Moreover, longer-serving employees (21 to 30 years of service) agree and suggest that the leadership construct is a significant factor for LD.

Table 17: Summary of Regression Length of Service–Wise

Scope of Study	R	R ²	<i>Adjusted</i> R ²	Std. Error	Sig. in ANOVA
Less than 1 year	0.601	0.361	0.215	2.776	0.063
1 to 5 years	0.783	0.612	0.590	2.464	0.000
6 to 10 years	0.547	0.299	0.256	2.523	0.000
11 to 20 years	0.511	0.261	0.236	2.632	0.000
21 to 30 years	0.486	0.237	0.190	2.176	0.000

Table 18: Significant Factors Length of Service–Wise (Coefficients with Sig. Value Less Than 0.10)

Scope of Study	Leadership	Building Trust	Coaching Process	Feedback	Empowerment
Less than 1 year					
1 to 5 years		0.000			0.034
6 to 10 years					
11 to 20 years					
21 to 30 years	0.067				

4.3.2.7 Managerial Coaching Constructs and LD (CSF) Demographic Characteristics– Wise

Critical success factor (CSF) analysis is a recommended methodology to identify any information or few things that might go well to ensure the success of a leader or organization (Boynton & Zmud, 1984). It has a procedure that might make explicit those identified key areas that dictate managerial coaching and leadership development success at UAEGAS. CSF was conducted significantly to provide or identify a few key factors that UAEGAS should focus on to be successful on LD implementation as indicated in table 19 (Morrison, 2012). Identifying CSF will assist UAEGAS on building their managerial coaching constructs' potentials for leadership development strategy.

Table 19: Summary of Critical Success Factors (CSF) Based on Hypothesis and Demography Characteristics

Grouping	Leadership	Building Trust	Coaching Process	Feedback	Empowerment
Division	• Operations • Maintenance	• Finance • Information Technology	• Finance • Procurement and Contracts • Integrity and Quality	• Health, Safety, and Environment	• UAEGAS • Human Resources • Finance • Integrity and Quality
Nationality	• UAE	• Expatriate		• UAE	• Expatriate
Gender					• Male • Female
Age Group	• 31 to 50	• 21 to 30	• 51 and Above		• 41 to 50
Length of Service	• 21 to 30	• 1 to 5			• 1 to 5
Educational Qualification	• Diploma	• Bachelor		• High School • Diploma	• Bachelor

4.3.3 Structural Equation Modeling (SEM)

SEM was performed to examine the theoretical model (figure 3) and structural relationships hypothesized in this study (Joreskog, 1973) (see appendix 14). The Analysis of Moment Structure (AMOS) software package was used to analyze SEM (Arbuckle & Wothke, 2003); in the current study, there were no missing data. Otherwise, Expectation Maximization (EM) might be used for replacement in case there were any missing data.

As suggested by Gerbing and Anderson (1992), the comparative fit index (CFI) is the best for the approximation of the population value. CFI reports the relative improvement in fit for the proposed model of complete independence among the various items. The Adjusted Goodness-of-Fit Index (AGFI) is neutral to sample size and rather strong against departures from normality. Goodness-of-fit index (GFI) evaluates overall model fit and is also considered as an alternative to the Chi-Square Test. Normed Fit Index (NFI) is sensitive to sample size and is not recommended for samples less than 200 (Kline, 2005). Kline also suggested that the SRMR and the RMR are the square root of the variance between the residuals of the sample covariance matrix and the hypothesized covariance model.

Table 20: SEM (CMIN (χ^2)/DF)

Fit Index	NPAR	CMIN (χ^2)	DF	P	CMIN (χ^2)/DF
Default Model	81	1,367.971	480	0.000	2.850

Table 21: SEM (GFI, NFI, CFI, and RMSEA)

Fit Index	GFI	NFI	CFI	IFI	RMR	RMSEA
Default Model	0.833	0.911	0.940	0.941	0.031	0.063

In terms of overall fit, tables 20 and 21 illustrate the model goodness-of-fit statistics: the chi-square for the model is $\chi^2 = 1367.971$, $df = 480$, $p < 0.000$. According to Joreskog and Sorbom (1989), $GFI = 0.833$ is generally accepted for goodness-of-fit and indicates well-fitting models. $NFI = 0.911$ and $CFI = 0.940$ are in agreement with Bentler and Bonnet (1980), who suggested that values greater than 0.90 indicate a good fit. Index model $RMR = 0.031$ indicates an acceptable level of goodness-of-fit ($\chi^2/df < 3$ [Kline, 2005]). $RMSEA = 0.063$ ($< .08$) (Kline, 2005) indicates an acceptable level of goodness-of-fit as well. The relative fit indicators exceed 0.92, and the absolute fit indicators suggest that the residuals are small and tightly distributed. The model has adequate overidentifying restrictions for parsimony. Based on these statistics, we conclude that our model provides an adequate fit to the data as per Hu and Bentler (1999) guidelines.

4.3.4 Outliers

According to Parke (2013), an outlier is an extreme case score that is very different from others, which are considered as violations of the normality assumption. Also, if participants did not understand the instructions or wording of items on a questionnaire, outliers will occur (Cohen,

2001). Outliers may change the results of the data analysis. A box plot is used to detect the outliers. It is a graphical representation where any case found outside the range (percentile) of the box is considered as a potential outlier. SPSS 16.0 was used to inspect outliers of the current data. According to Kline (2005), a p-value less than 0.001 ($p < 0.001$) is recommended for statistical significance in this multivariate outlier test.

The box plots of the 33 items (see appendix 5) were assessed to identify the possible univariate outliers. Twenty-seven items were found with some univariate outliers; a few of them are highlighted here: 14 outlier cases on LD1, 4 cases on LD2, 16 cases on L1, 11 cases on L2, 15 cases on BT1, 7 cases on BT2, 18 cases on CP1, 14 cases on CP2, 9 cases on E, and 10 cases on E2. The maximum number of the outlier cases among the total in a variable was 18 (18/469, 3.8%) and indicated a small amount of outliers in one variable of this sample study. But most of the items had outlier cases in this sample. According to Goodwin and Leech (2006), the outliers were not removed but were deleted for analysis purposes only.

4.4 Principal Component Analysis

According to Andersen and Herbertsson (2005), a basic requirement prior to performing any factor analysis is to employ Bartlett's test and the KMO measure of sampling adequacy to determine if the sample met the required standard for factor analysis. The test scores of KMO and Bartlett's are shown in table 22.

Table 22: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	0.976
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Bartlett's Test of Approx. Chi-Square	15,043.650
Sphericity Df	528
Sig.	0.000

As indicated in table 8, the KMO score for all 33 items was 0.97, exceeding the suggested value of 0.6 (Kaiser & Rice, 1974), which proposed an appropriate of value sample adequacy for the factor analysis exercise. Bartlett's test score was 0.00, where the value is less than 0.05 ($p < 0.05$), so it is considered appropriate for factor analysis for the current study (Pedhazur & Schmelkin, 1991). Pendhazur and Schmelkin added that if the sample size is large, Bartlett's test would not be necessary. Based on the above score, the study sample met the required criteria for factor analysis.

Therefore, factor analysis was employed in all 33 survey items for the current study. The principal component analysis (PCA) was applied for component extraction and factor rotation to find a number of linear combinations of the original variables and their relationships. Table 23 presents the communality coefficients for the 33 survey items.

Table 23: Communalities Items

Communalities Items	Initial	Extraction
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L 1-My direct supervisor actively involves me in making decisions relating to my area/work.	1.000	0.643
L 2-My direct supervisor encourages me and my team members to act together to make the required changes in our work/area.	1.000	0.708
L 3-My direct supervisor takes every opportunity to express confidence in my capabilities.		0.718
L 4-My direct supervisor tries to influence me rather than impose his views on me.	1.000	0.524
L 5-My direct supervisor provides me with opportunities to learn new skills.	1.000	0.652
L 6-My direct supervisor communicates clearly his expectations for the work.	1.000	0.709
LD 1-I take seriously my responsibility for coaching and mentoring others.	1.000	0.677
LD 2-I have earned the trust and acceptance my subordinates/team members.	1.000	0.740
LD 3-I am satisfied with my performance as being in supervision/leading position.	1.000	0.629
LD 4-I am able to build an action plan with time lines and delegate responsibilities to enable my team to achieve the target.	1.000	0.711
LD 5-I am able to resolve conflict in the workplace.	1.000	0.688
BT 1-I feel comfortable with my direct supervisor and am able to express my viewpoint without worry.	1.000	0.668
BT 2-My direct supervisor follows a transparent approach in planning and decision making.	1.000	0.759

BT 3-My direct supervisor takes all steps necessary to build trust among the team and stakeholders.	1.000	0.755
BT 4-My direct supervisor makes every effort to keep all his promises. He “walks the talk.”	1.000	0.683
BT 5-My direct supervisor demonstrates to people at work that trust is the foundation of successful collaboration.	1.000	0.739
BT 6-My direct supervisor does not hesitate to admit his mistakes and learn from questions about his performance or behaviour.	1.000	0.618
CP 1-My direct supervisor uses every major problem at work as an opportunity to coach.	1.000	0.676
CP 2-My direct supervisor follows a clear structure while coaching me.	1.000	0.687
CP 3-My direct supervisor helps me develop full understanding of the problem before considering how to solve it.	1.000	0.742
CP 4-My direct supervisor encourages me to explore alternative solutions to the problem.	1.000	0.690
CP 5-My direct supervisor encourages me to plan how I will implement improvement actions.	1.000	0.718
CP 6-My direct supervisor asks me what support I need to overcome obstacles at work.	1.000	0.751
F 1-I feel comfortable being open with my direct supervisor.	1.000	0.655
F 2-My direct supervisor actively listens to my feedback and also checks with me if his understanding is correct.	1.000	0.673

F 3-My direct supervisor regularly seeks feedback about his behaviour from me.	1.000	0.668
F 4-My direct supervisor provides detailed, specific information regarding my behaviour at work.	1.000	0.720
F 5-My direct supervisor listens with an open mind to my explanations to his feedback.	1.000	0.691
F 6-My direct supervisor explains the impact of my actions to the team or organisation while giving feedback.	1.000	0.764
E 1-I am comfortable with the management style my direct supervisor follows.	1.000	0.700
E 2-My direct supervisor encourages me to set my own improvement goals.	1.000	0.696
E 3-My direct supervisor involves me in making plans to review the outcomes of performance improvement.	1.000	0.705
E 4-My direct supervisor makes sure through questioning that the goals I set are SMART—specific, measurable, achievable, realistic, and time bound.	1.000	0.739

According to Falk and Miller (1992), communality coefficients must be greater than 0.30 to represent the common factor space. As presented in table 10, all communalities coefficients are greater than 0.52, which indicated that all 33 items are well represented (> 0.30) (Falk & Miller, 1992). In this case, PCA revealed the presence of three components with an eigenvalue exceeding one ($EV > 1$) (Kaiser, 1960), as represented in table 24, the first factor with an eigenvalue of 19.43, and explained 58.8% of the total variance, followed by an eigenvalue factor of 2.3 and 7.2% of

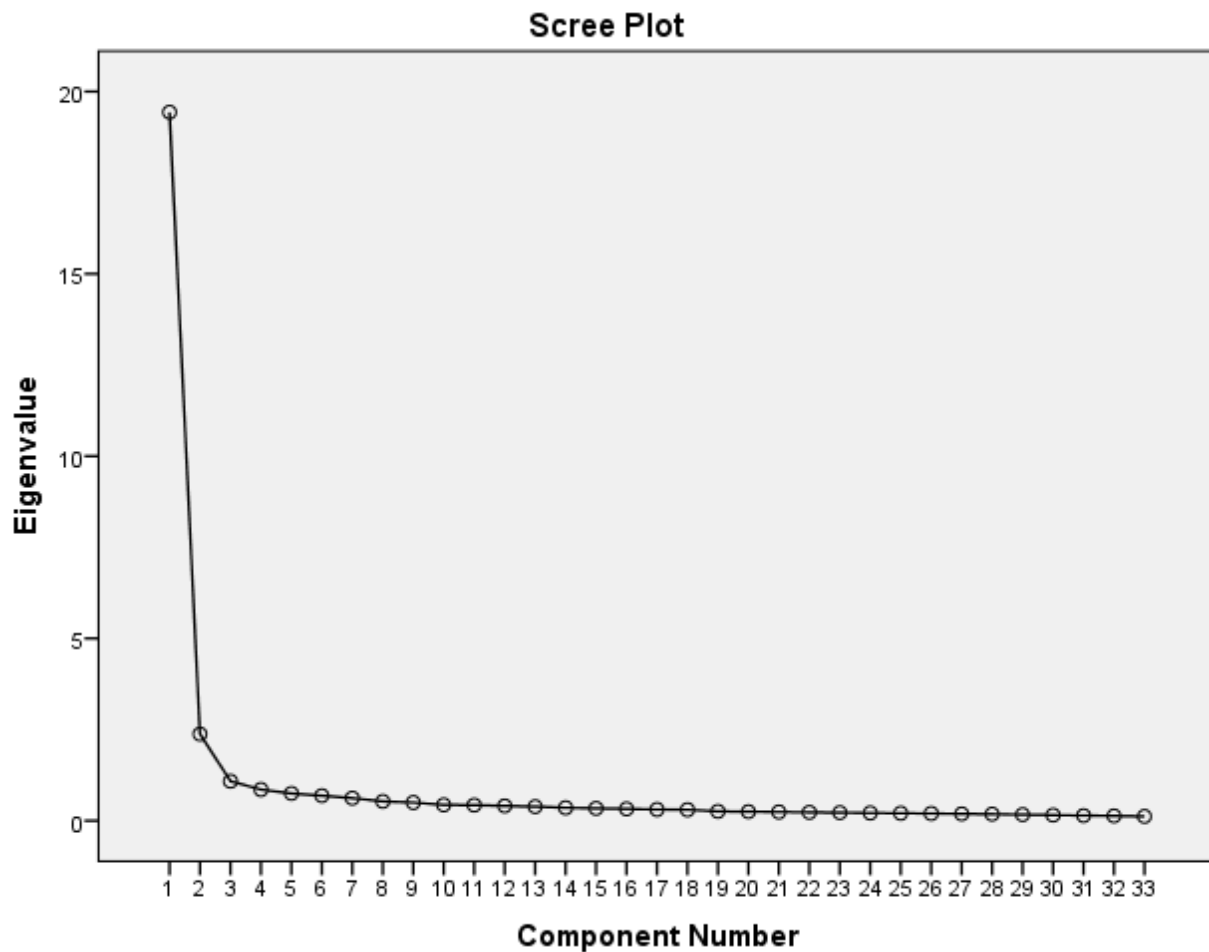
total variance, followed by the third factor with an eigenvalue of 1.08 and 3.2% of total variance. The total of the three components with an eigenvalue exceeding 1.00 explained 69.3% of the total variance. According to Cattell (1966), the scree plot with an elbow point was applied for factor retention. Figure 5 represented the scree plot of 33 items of the sorted eigenvalues with the same factor retention result.

Table 24: Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation of Squared Loadings
	Total	% of Variance	Cumulative	Total	% of Variance	Cumulative	Total
1	19.433	58.888	58.888	19.433	58.888	58.888	17.650
2	2.378	7.205	66.093	2.378	7.205	66.093	17.396
3	1.083	3.282	69.375	1.083	3.282	69.375	8.638
4	0.854	2.589	71.964				
5	0.749	2.270	74.234				
6	0.687	2.082	76.316				
7	0.620	1.880	78.196				
8	0.529	1.602	79.798				
9	0.500	1.515	81.313				
10	0.432	1.310	82.623				
11	0.429	1.300	83.922				
12	0.407	1.233	85.155				
13	0.386	1.170	86.325				
14	0.354	1.074	87.399				
15	0.339	1.028	88.427				
16	0.323	0.978	89.404				
17	0.307	0.930	90.335				

18	0.301	0.914	91.248				
19	0.257	0.778	92.026				
20	0.248	0.751	92.777				
21	0.239	0.724	93.500				
22	0.231	0.700	94.200				
23	0.220	0.668	94.868				
24	0.211	0.640	95.508				
25	0.205	0.621	96.129				
26	0.198	0.601	96.730				
27	0.188	0.569	97.299				
28	0.180	0.546	97.845				
29	0.167	0.505	98.350				
30	0.152	0.462	98.811				
31	0.142	0.431	99.243				
32	0.131	0.398	99.640				
33	0.119	0.360	100.000				

Figure 5: Scree Plot Total Variance Explained



This study focused on the managerial population (supervisory level and above) at UAEGAS. An online, self-administered survey was sent to all participants' company e-mail accounts. A five-point Likert scale was employed (1 = strongly disagree; 5 = strongly agree) to rate a respondent's agreement or disagreement with each survey item on managerial coaching constructs (see appendix 4).

4.5 Confirmatory Factor Analysis (CFA)

As the questionnaire is specially developed in this research based on previous research available on coaching and leadership development literature, reliability and validity analysis and

CFA were performed for each construct accordingly. Hence, table 24 provided the factor analysis that was conducted for the 33 items combined with three components with an eigenvalue exceeding 1 ($EV > 1$) (Kaiser, 1960). The CFA is conducted to each independent and dependent factor individually to each construct, and the results of factor analysis are summarized in table 25 below (see appendix 9). Further, percent variation explained by each factor is also statistically significant.

Table 25: Summary of Confirmatory Factor Analysis (CFA) for Each Construct

Factor	Factor Type	% of Variance Explained for Each Construct
Leadership Development	Dependent	68.684
Leadership	Independent	68.894
Building Trust	Independent	76.555
Coaching Process	Independent	79.238
Feedback	Independent	72.793
Empowerment	Independent	83.416

4.6 Summary

In chapter 4, authors discussed the methodology of this research study, and it contained the overall design and approach and a brief description of the research study, the population, and the sample, including the demographic structures. Also, it discussed the procedures and the instrumentation applied for data collection along with the process and method used for data analyses. Finally, it presented the method used for protecting the confidentiality of the participants as well as of the company being studied.

The research methodology and design used in this study in terms of instrumentation, measures, sample size, estimates of reliability, SEM, and other analyses generated good results, which indicated it as a reliable instrument, and produced helpful data for discussion and analysis.

In chapter 5, the results and data analyses conducted in this study will be addressed, explored, and further analyzed to identify any gaps in the effectiveness and implementation of managerial coaching and leadership development at UAEGAS for a discussion of recommendations for improvement.

Chapter 5

Discussion of Results

5.1 Introduction

Existing literature in managerial coaching and leadership development showed and supported the relationship between managerial coaching and leadership development. Limited empirical studies explored the required components for managerial coaching and leadership development, and none of them were conducted in the UAE context in particular. However, in this chapter, the findings from descriptive statistics, correlation analysis, regression analysis, and other analyses in the UAE context will be reported and discussed.

The purpose of this empirical study is to examine the correlation and to explore the influence of managerial coaching constructs (leadership, empowerment, trust, feedback, and coaching process) as independent variables on leadership development as the dependent variable based on the demographic characteristics of UAEGAS. The study will explore based on the participants' perception on the implementation of managerial coaching on leadership development at UAEGAS founded on the distributed questionnaire. Furthermore, the study aims to find out any obstacles or challenges hindering the successful implementation of coaching and leadership development. As a conclusion, the findings will be explored and reviewed to draw recommendations and suggestions for further improvement.

5.2 Discussion of Results

As indicated in the demographic characteristics as shown in tables 1, 2, and 3 in chapter 4,

all participants of this study are holding supervisory positions and above. The majority of the participants are males (92.96%) as compared with females (7.04%). This huge difference is due to the nature of the work requirements since majority of the employees are working offshore in remote areas, which further restricts females to have a permanent job because of culture and government regulations. Such cultural context and regulations are limiting female employees (engineers) to have a proper exposure to the core business of UAEGAS in technical areas. The majority of the participants fall under the age group of 31 to 40 (32.84%) who are holding supervisory and team leader positions. Most of them completed CAMS and LoT programs. Majority of this group served from 11 to 20 years at UAEGAS. This demographic group is looking for senior managerial position opportunities. In contrast, participants who fall under the age group of 21 to 30 (17.27%) are holding supervisory, officer, and engineering positions. Most of them are undergoing CAMS and LoT programs and have a length of service and experience of one to five years. This demographic group is focusing on their training and development to acquire proper knowledge and skills to perform their daily duties and prove themselves. Different demographic characteristic groups have different preferences and perceptions on the implementation of managerial coaching and leadership development at UAEGAS.

Figure 4, cluster analysis, indicated that employees at UAEGAS could be divided into two groups based on their response to the managerial coaching and LD. As observed from the demographic analysis, cluster analysis, and table 19, the demographic characteristics influence the perception and preference of the participants, which was supported by existing studies (Haynes, 2011; Howell, 2013). Moreover, it is interesting to observe that 20% to 25% of employees do not have any opinion about most of the independent factors. On the other hand, 80% of the participants indicated satisfactory responses to the survey questionnaire's statements on managerial coaching

and LD at UAEGAS (see appendix 9). Overall, the present study is in agreement with existing literature in managerial coaching and LD (Ismail et al., 2011; Cromwell & Kolb, 2004; Ladyshevsky, 2007).

Cluster analysis, which relied on the current status of managerial coaching at UAEGAS, indicated that employees at UAEGAS have different opinions and perceptions about the implementation of managerial coaching and leadership development. In case of the empowerment construct, all employees had the same opinion that the empowerment construct positively influenced leadership development. Rolfe (2010) stated that coaching approach through empowerment is considered as a tool for leadership development. The coaching approach was considered as an effective model in empowering employees to use their personal and professional experience and expertise and in creating a sustainable level of contentment at work (Stober & Grant, 2006). However, figure 4 also indicated that all the other four independent factors, namely, leadership, building trust, coaching process, and feedback, had about a 20% difference between the two groups. The green line in the radar chart indicated the maximum possible score. The dashed line and solid line inside the radar represented the two clusters. This cluster analysis highlighted that all employees were not equally responding to managerial coaching for leadership development at UAEGAS. These findings are in agreement with existing empirical studies conducted on the perception and preference of different demographic groups (Haynes, 2011; Howell, 2013). The reasons will be explained later in the demographic finding with further detailed analysis.

5.2.1 Assessment of Current Managerial Coaching and LD at UAEGAS

UAEGAS recognizes the importance of developing the competency level of all categories of its employees in general and leadership competencies of high-potential employees in particular.

UAEGAS identifies high-potential employees early once they complete their CAMS programs. Then they will be enrolled in LoT where they will be monitored and coached by their frontline supervisors with the support of learning and development team throughout their managerial leadership development program. Structured development programs were implemented at UAEGAS for different employees such as the management development program for senior management, Leaders of Tomorrow (LoT) for middle management, and technical managerial skills for the supervisory level. Assessment centers and one-to-one executive coaching help identify potentials and provide independent feedback on individual strengths and developmental needs linked to possible future positions currently occupied by knowledge experts who are due for retirement. The LoT program prepares graduates from CAMS to be future leaders who are developed and equipped with managerial knowledge and leadership skills to manage the experts and the diverse workforce within their area.

5.2.2 Managerial Coaching Constructs and Leadership Development Organization-Wise

Managerial coaching is an effective leadership practice, which facilitates the learning process of the leader to broaden his knowledge and skill to perform better and be more effective (Hagen, 2012; Ellinger, Hamlin, & Beattie, 2007). The current research survey questionnaire was developed to examine leadership development as a dependent variable and five independent variables (leadership, building trust, coaching process, feedback, and empowerment) to assess the current status of the managerial coaching approach and its influence and relationship on leadership development at UAEGAS at the organizational and divisional levels as indicated in table 7.

At the organizational level, regression analysis (combining data from all the divisions) showed lack of a significant relationship, as the R^2 value was only 0.294 as provided in table 7, which can be attributed to cultural differences division-wise and the level of implementation of leadership development practiced among the division with different demographic groups. On the other hand, as indicated in table 7, regression analysis division-wise highlighted the following findings:

- Finance and Information Technology are the two divisions where multiple regression analysis is significant.
- In case of Procurement and Contract, Operations, Integrity and Quality, and Health, Safety, and Environment divisions, multiple regression studies are partially significant based on R and significant in ANOVA.
- The relationship of HR, Marketing, Maintenance, Engineering, and Projects divisions were not significant to LD.

These results and observations supported the findings of one-way ANOVA conducted for each constructs by SPSS 16.0 (see appendix 13). One-way between-subjects ANOVA was conducted to compare the effects of coaching constructs on leadership development. There was a significant effect of all coaching constructs (leadership, building trust, coaching, feedback, and empowerment) on LD at the $p < 0.001$ level: $[F(23, 445) = 9.72, p = 0.000]$; $[F(22, 446) = 10.07, p = 0.000]$; $[F(23, 445) = 8.93, p = 0.000]$; $[F(23, 445) = 11.32, p = 0.000]$; and $[F(16, 452) = 13.12, p = 0.000]$. Therefore, we can conclude that there is a significant difference between the constructs that may lead to different preference and results of implementation of LD among other demographic groups. These findings are in line with Haynes's (2011) and Howell's (2013) demographic studies.

As indicated and reported in the summary of respondents' frequencies and percentages to the survey questionnaire's statements (see appendix 9), leadership development at UAEGAS is working satisfactorily (since most of the employees answered "agree" and "strongly agree," which together is more than 80%). Hence, different demographic groups at UAEGAS have different requirements, preferences, and perceptions of LD. Yet it is interesting to observe that 20% to 30% of employees have no opinion about most of the independent constructs. The coaching process implementation at UAEGAS might not have reached an appropriate maturity level or might be at different levels of maturity in different divisions. From the demographic data, we can note that 25.8% of the respondents have fewer than five years' experience.

Table 8 indicated that the Finance division has three independent constructs (building trust, coaching process, and empowerment), which significantly contribute to leadership development. Constructs that are not significant are leadership and feedback. For the information technology division, building trust is the only independent construct that contributes to leadership development. It is interesting to note that feedback is emerging as significant only in one division—Health, Safety, and Environment. Only leadership significantly contributes to LD in the Operations and Maintenance divisions. For the Integrity and Quality divisions, coaching process and empowerment significantly contribute to LD. Coaching process significantly contributes to LD in the Procurement and Contracts division. All the independent factors studied were not found significant in four divisions: Marketing, Plant Management/GTS, Engineering, and Projects.

5.2.3 Managerial Coaching Constructs and Leadership Development Qualification-Wise

The regression analysis qualification-wise as presented in table 9 shows that lower-educated employees (high school and diploma) are responding well to leadership development than more educated employees. It is interesting to note that with employees with the highest qualification (PhD), regression analysis is not significant. This indicates that employees with lower qualifications have lack of knowledge in leadership due to their educational background; therefore, they are keen to develop themselves and be coached by their line supervisors to improve their leadership competencies. This is in line with existing studies conducted on demographic group qualification-wise (Mohammed, Othman & D'Silva, 2012).

In terms of significant factor qualification-wise as presented in table 10, it is noteworthy to find that feedback is very significant with lower-educated employees, and empowerment and building trust are more significant with highly educated employees. This result may indicate that using the same strategy to develop lower-educated and highly educated employees is not working. Creating different strategies to develop differently qualified employees may be suggested. This is in line with empirical studies conducted on demographic differences between a leader and followers which supported that different development strategies are required for different demographic characteristics (Malangwasira, 2013; Haynes, 2011).

5.2.4 Managerial Coaching Constructs and Leadership Development Nationality-Wise

As presented in table 11, there is not much difference in correlation between UAE nationals and expatriates in terms of leadership development. This result was supported by other researchers that there is not much difference in preference nationality-wise on managerial coaching and leadership development (Malangwasira, 2013; Howell, 2013). However, empowerment and building trust constructs are significant factors for leadership development among expatriates. In

the case of UAE employees, the significant factors are leadership and feedback as indicated in table 12.

5.2.5 Managerial Coaching Constructs and Leadership Development Gender-Wise

Female participants on this study comprise 7.04% compared to male participants (92.96%) due to the nature of the business as explained earlier. Therefore, the results of this study in terms of gender will not be valid to draw a conclusion. However, table 13 shows that the employee's gender is not a significant factor in the correlation. This is in agreement with Malangwasira (2013). On the other hand, table 14 suggests that both male and female employees are responding positively to the empowerment construct.

5.2.6 Managerial Coaching Constructs and Leadership Development Age-Wise

As presented in table 15, the employee's age is not a significant factor in the correlation. However, table 16 indicates that senior employees 51 years old and above are satisfied with the empowerment construct, and fresh young employees are satisfied with building trust. In recent demographic study, it was revealed that Generation Xers look for mentors in Baby Boomers' work environment, as the latter are proficient in coaching. Hence, a mentoring program would be possible between the two generations (Haynes, 2011). However, middle-aged employees (31 to 50) agree with leadership guidance.

5.2.7 Managerial Coaching Constructs and LD Length of Service-Wise

As indicated in table 17, when considering the length of service, the correlation is strong among fresh employees with up to five years of service at UAEGAS. Yet table 18 shows that employees with a length of service of one year to five years are satisfied and suggest that

empowerment and building trust constructs are significant factors. Moreover, longer-serving employees (21 to 30 years of service) agree and suggest that the leadership construct is a significant factor for LD. A person's length of service and experience can lead to positive organizational outcome (Eddleston et al., 2004). Usually, length of service within the same company helps in building networking and mentoring opportunities. Through the process of role definition, the relationship and feelings of liking between leaders and followers are expected to improve over time (Bhal et al., 2007).

5.2.8 Managerial Coaching Constructs and Demographic Characteristics and LD at UAEGAS

As presented in table 19, critical success factor (CSF) was conducted significantly to provide or identify a few key factors that UAEGAS should focus on to be successful in LD implementation (Morrison, 2012). Identifying CSF will assist UAEGAS on building their managerial coaching constructs' potentials for leadership development. According to Bullen and Rockhart (1981), the satisfactory results even in limited areas will lead to competitive performance of the individual and organization. CSF was conducted based on the study hypotheses and demographic data as presented in table 19 for further analysis and recommendation for improvement of managerial coaching and leadership development effectiveness at UAEGAS.

5.2.9 Leadership Construct and Demographic Characteristics in LD

As represented in table 19, the leadership construct is a significant factor among UAE nationals and employees working in technical divisions at UAEGAS, particularly the Operations and Maintenance divisions, which represent 32% of the respondents. This is supported by many researchers that concluded that leadership role is very essential in creating a better working environment, which affects employees' job satisfaction, commitment, and motivation for

development (Lok & Crawford, 2004; Mannheim & Halamish, 2008). Further, at UAEGAS, the demographic profiles of the employees who are satisfied with leadership are long-serving employees (21 to 30 years) and those in the age group of 31 to 50 years old with medium qualifications (diploma). This group has reached a maturity age with a fair number of years of experience in a managerial position, willing to train and coach newcomers and leaders and develop them accordingly. Leadership is the relationship between leaders and followers to facilitate the effectiveness of coaching outcome through proper guidance, teamwork, and trust (Ellinger, Hamlin, & Beattie, 2008; Boyce, Jackson, & Neal, 2010; Rolfe, 2010). Diploma holders who are UAE nationals are enrolled in the CAS program and are provided with a support team (coach, assessor, and mentor) to facilitate their development program (see appendix 7). At UAEGAS, high-potential CAS program graduates will be provided with an opportunity to continue their higher studies (i.e., undergraduate degree in engineering majors), and upon their graduation, they will be enrolled in the CAMS program for higher positions. Therefore, diploma holders (particularly in the Operation and Maintenance divisions) have high expectations from their leaders (as they are the decision makers) towards their career development at UAEGAS as supported and indicated in the results in tables 19, 20, 21, and 22, which find that the leadership construct has a significant relationship with LD as reported by respondents who are diploma holders in general and UAE nationals in particular as indicated in table 27 in the demographic analysis.

5.2.10 Building Trust Construct and Demographic Characteristics in LD

Building trust is a significant factor among expatriates and bachelor degree holders and for the lower age group (21 to 30 years) with fewer years of service, between one to five years, at UAEGAS as shown in table 19. This demographic age group with fewer than five years' service at UAEGAS holding bachelor degrees consists of employees under a development program

(CAMS) or who just completed their development program. These findings on demographics reflect the current career development process for the selection of high-potential staff from CAMS and non-CAMS program graduates who will be nominated for the LoT program for LD at UAEGAS. One of the main and essential criteria of selection is line manager (leader) recommendation. Therefore, this finding reflects the reality at UAEGAS that this demographic category put more emphasis in building and maintaining a good, positive relationship with his/her line manager. This is supported by existing literature that stated that trust is an essential construct for the interpersonal relationship development, leadership development, and organizational relationship (Akbarpour & Del, 2011; Wilson, 2009; Senjaya & Pekerti, 2010). Managers or leaders nominate people with personalities and capabilities that they trust. Therefore, new recruits at UAEGAS, particularly expatriates with a bachelor degree, put more emphasis in building a good, trusting relationship with their line supervisors to progress smoothly in their professional career as indicated in table 27. UAEGAS does not recruit any fresh graduate expatriates in any position. They only recruit very good and experienced expatriates with good qualifications and backgrounds. Hence, one of the top priorities and objectives expected from qualified and experienced expatriates is to share their knowledge and skills with young UAE nationals by coaching and developing them (UAEGAS five years' plan, 2014). Expatriates who have a good relationship with and understanding of young UAE nationals succeed in coaching and developing them. UAEGAS retains such expats in the company and utilizes them as SMEs, OJTs, or SKTs. Boyce, Jackson, and Neal (2010), in their studies, revealed that 65% of coach and coachee leadership development programs were terminated due to an ineffective client-coach relationship as reported in an American Management Association study in 2008. It is interesting to observe that building trust is a significant factor among employees working in the Finance and IT divisions with a bachelor's

degree and fewer than five years' service at UAEGAS as indicated in table 27. The IT and Finance divisions are considered among the critical divisions in certain jobs. Finance deals with money and budget control; therefore, any mistake, misuse, or negligence will affect the division and the company. IT engineers have access to employees' PCs and networks, which might pose a threat to other employees if no trust exists with regard to handling their privacy and confidentiality of company information. The nature of the job of IT and Finance requires specialized qualifications. Certain employees in such critical positions will be selected for LD for higher authority positions. Therefore, the constituent of organizational trust is defined as positive expectation, understanding, acceptance, and relations that individuals have based on mutual understanding of organizational roles and objectives (Akbarpour & Del, 2011; Nichols et al., 2011). The findings from recent literature on coaching relationship support the importance of creating a positive, trusting climate and relationship to build the acceptance of feedback, delegation, and shared vision (Senjaya & Pekerti, 2010; Bluckert, 2005; Nichols et al., 2011).

5.2.11 Coaching Process Construct and Demographic Characteristics in LD

It is interesting to note that the coaching process is a significant factor among old and experienced employees (51 years old and above), which represent 25.59% of the participants in this study. This finding as provided in tables 16 and 19 is in line with UAEGAS's practice where old, experienced, and competent employees who had been well-known in developing UAE nationals are involved and assigned the role of subject-matter expert (SME), coach, assessor, skill and knowledge transfer (SKT), or on-the-job trainer (OJT) in the development and coaching program, and they are considered as a "support team." UAEGAS management established an intensive reward scheme for the support team and frontline supervisors who succeed in developing young UAE nationals. According to Australian Institute of Management Western Australia (2004),

the coaching process is an essential component of training and leadership development and has been used tremendously to support the transfer of skills and knowledge to organization's leaders and employees in general. UAEGAS has three different coaching and development stages. The first stage is for new UAE local recruits (see appendix 6) for CAMS and (see appendix 7) for CAS, the second stage is for high-potential graduates (LoT) for CAMS programs (see appendix 8), and the third stage is for MDP for middle and higher managerial positions as indicated in figure 1. The coaching process can assist in transferring knowledge and skills by encouraging the coachee to practice leadership competencies and to build more on them through constructive feedback, advice, and guidance from the coaches and managers (Bowles et al., 2007). The local UAE employees prefer senior employees of age with experience, and they feel more comfortable learning and getting coached by them. This is due to the cultural context of the Arab nation.

As indicated in table 16, none of the other independent factors are significant with the age group of 51 years old and above. Further, the coaching process is significant among three divisions: Finance, Procurement and Contracts, and Integrity and Quality. All of these divisions are white-collar jobs only. The nature of these divisions depends on documentation and processes. The process includes stages such as reviewing the documents or requirements as per required standard and then processing it or entering it in the system; after that, it will be checked by another employee for quality assessment and evaluation of the documents' contents and signatures; if required, feedback will be given for correction and so on. The same applies for coaching process and development but in a different perspective, such as CAMS/CAS or LoT. Job nature and environment affect employee perspective and thinking. This is the reflection of their preference on leadership development approach through structured coaching process. This indicates that different demographic categories and the individual's perception or requirement of leadership

development will vary according to individual requirement, company requirement, or area of improvement.

5.2.12 Feedback Construct and Demographic Characteristics in LD

Feedback is a very essential construct for employees' performance improvement and development in general (Kirkbride, 2006; Baron, Morin, & Morin, 2010). Table 19 presents the finding on feedback as an independent factor, which has a significant relationship with UAE nationals and employees with lower educational qualifications, such as high school and diploma. This is in line with the reality at UAEGAS that UAE nationals with lower educational qualifications are looking for more training and coaching for feedback to learn and improve their performance. This is supported by literature where the leader's approach develops subordinates' potentials through proper coaching and mentoring and continuous feedback toward achieving organizational strategy and goals (Sidani, Itani, & Baalbaki, 2011).

Further, feedback is the only factor significant in the Health, Safety, and Environment division as shown in tables 8 and 19. More than 44% of the employees in the HSE division have a diploma qualification or lower. Throughout their service, they have acquired excellent technical knowledge and skills but lack managerial competencies. Therefore, constructive feedback on their performance supports the improvement of their managerial and leadership skills.

5.2.13 Empowerment Construct and Demographic Characteristics in LD

As presented in tables 8 and 19, in terms of regression analysis, the empowerment construct is the only factor that has an overall positive significant relationship at UAEGAS and has been considered as good predictor of leadership development. According to Rolfe (2010) and Kou, Chang, and Chang (2014), coaching is reflected as a tool for empowerment and leadership development. Furthermore, this is the only factor significant with both male and female employees

as indicated in table 14. It is also significant in three white-collar divisions, such as Human Resources, Finance, and Integrity and Quality, where frontline supervisors are required to make on-the-spot actions or decisions. These findings support the latest studies in the area of leadership and organizational commitment, which revealed that the impact of transformational leadership style on organizational commitment is indirectly influenced by empowerment (Sidani, Itani, & Baalbaki, 2011). Empowerment is a significant factor among expatriates, bachelor degree holders with fewer than five years' service at UAEGAS, and middle-aged employees (41 to 50 years). At this age, and as newcomers to UAEGAS, employees expect to be empowered since they had previous experience in their field. This is in line with Kou, Chang, and Chang's (2014) statement that asserted managerial coaching leads to competitive advantages for the company, particularly through empowering employees to perform and act. This causes them more satisfaction and commitment towards the organization.

5.6.7 Verification of the Proposed Hypothesis

One of the main aims of these results analyses is to examine the proposed hypothesis and either to prove or reject them. The relationship between the proposed managerial coaching constructs, demographic characteristics, and leadership development was studied using the data from UAEGAS, which consists of fifteen divisions in different patterns, and the following were the observations made. The Pearson's correlation coefficients and regression analysis used in this research were used to test the correlation coefficients for the seven variables, and the results are shown in tables 6 to 18. Referring to tables 6 and 19 in chapter 4, it was clearly indicated that the following relationships do exist:

- Leadership construct is positively correlated with leadership development.

- Trust construct is positively correlated with leadership development.
- The coaching process construct is positively correlated with leadership development.
- Feedback construct is positively correlated with leadership development.
- Empowerment construct is positively correlated with leadership development.
- Demographic characteristics at UAEGAS have different perceptions and preferences on the implementation of managerial coaching constructs and leadership development.

Table 26 below summarizes the entire hypothesis postulated for this study. As mentioned above, hypotheses H1, H2, H3, H4, H5, and H6 were supported.

Table 26 Summary of Results of Hypothesized Managerial Coaching Constructs and LD

	Based on a descriptive statistics and Pearson's correlations coefficients –Table 6 and Table 19.	Supported
H1	Leadership has a significant positive correlation with LD.	Yes
H2	Building Trust has a significant positive correlation with LD.	Yes
H3	Coaching Process has a significant positive correlation with LD.	Yes
H4	Feedback has a significant positive correlation with LD.	Yes
H5	Empowerment has a significant positive correlation with LD.	Yes
H6	Demographic Characteristics have different perception and preference on the implementation of managerial coaching constructs and LD.	Yes

5.3 Summary

The main purpose of chapter 5 was to examine and explore the contribution and influence of managerial coaching constructs (leadership, empowerment, trust, feedback, and coaching process) as independent variables on leadership development, which is the dependent variable. Also, it explained the role of leadership approach. The following analyses were conducted for descriptive statistics: correlation analysis, regression analysis, and cluster analysis. They are summarized in the paragraph below. Factor analyses and other analyses were explored further for a comprehensive discussion to identify gaps or areas of improvement and future suggestions.

Overall, based on Pearson's correlation coefficient analysis indicated in table 6 and CSF analysis presented in table 19, all the study hypotheses were supported as illustrated earlier in table 26, and managerial coaching constructs (leadership, empowerment, trust, feedback, and coaching process) make a positive contribution to LD, and demographic characteristics have different perceptions and preferences on the implementation of managerial coaching constructs and LD. Yet, according to further analyses conducted and the results discussed earlier, it can be concluded that the demographic characteristics' significance among the entire five hypothesis were true in some pockets of the overall organization at UAEGAS. This was the significant outcome of this research study, as it clearly gave direction stating that UAEGAS needs to put more effort in strengthening managerial coaching for leadership development. The demographic analysis and findings that the demographic characteristics influence the perceptions and preferences of the participants were in line with Haynes's (2011) study. This observation and findings supported the dissertation study titled "An Examination of Demographic Characteristics, Preferred Managerial Leadership Style, and Managerial Effectiveness of Full-Service Lodging Managers in Florida" conducted by

Brandon Howell (2013), in which he revealed that most of the demographic characteristics have different preferences and demands within the same organization. The next section will discuss and elaborate on implications and suggestions based on the present study findings and discussion.

Chapter 6

Implications and Suggestions for Future Research

6.1 Introduction

Existing academic literature, HRD, *Leadership and Organization Development Journal*, and recent dissertations on managerial coaching suggest that managerial coaching is considered as a novel approach in leadership development, and it has a positive significant relationship with employee performance and organization outcome. From a variety of academic literature reviews, a number of core competencies for leadership development are selected and reviewed with practitioners. A short list has been prepared to come up with proposed managerial coaching constructs of leadership, trust, feedback, coaching process, and empowerment as critical constructs for leadership development in the UAE context.

Therefore, this comprehensive research study would contribute and build on the existing theoretical and empirical literature on managerial coaching and leadership development. Also, it would contribute to the required components or skills that influence managerial coaching approach toward leadership development in general and particularly in the UAE context. This research might assist UAEGAS management to understand and identify required managerial constructs and gaps in their current managerial coaching and leadership development program to amend and enhance it accordingly. The benefit of this research study extends to academics and practitioners in the area of managerial and leadership development, HRD, organizational development, and similar organizations in the process of implementing leadership development program.

6.2 Implications

Managerial coaching and leadership development is an essential component in UAEGAS's people-theme strategy. The outcome from this research study could assist UAEGAS in formulating a people-development strategy and set the required KPIs for implementation and measurement.

The managerial coaching and leadership development process provides solutions that will aid organizations in creating effective and dynamic leaders. The conclusions drawn from the research have implications to organizations, leaders, coaching process, and leadership development. The study supports existing literature in which it was suggested that managerial coaching has a positive contribution and outcomes on building leadership development capacities in coachees or employees (Bougae, 2005; Turner, 2003).

Leadership development emphasizes the importance of the interactions of the leader within the social-organizational context. This study strongly recommends coaching as a means of leadership development. Exhibiting the right type of leadership behaviors could help the manager achieve business objectives and particularly sustain competitive levels and strengthen the business economy. The leaders and managers' coaching relationship with followers could have a positive effect on the followers' work performance, work relationships, job satisfaction, and organizational commitment.

Managers and leaders at UAEGAS are expected to understand the value of coaching and to consider coaching techniques as a leadership development strategy. However, based on the current finding at UAEGAS, they are still in the transition phase from traditional managerial training to strategic managerial coaching and leadership development. This necessitates

reinforcement and practice to fulfill executive position requirements and to transform and sustain coaching behaviors to develop the required leadership competencies through the coaching program.

By applying the proposed constructs in the managerial coaching program, the managers and leaders are more likely to improve their chances of achieving business goals. If the managers and leaders have undergone effective leadership development programs, they ought to sharpen their leadership competencies towards transformational leadership to be people-focused and keen to motivate, develop, give constructive and timely feedback, guide to find solutions to own problems, and help the subordinates prepare action plans and consistently follow up on those plans to ensure successful execution. All of these assist in a positive change in behavior and better performance and productivity at work. Such effective leaders and coaches help organizations achieve better employee relations, organizational commitment, and performance and also reduce attrition rates. Coaching can be considered as a vital component for training and development of new local UAE recruits at UAEGAS to equip and prepare them for their first target positions as competent engineers or officers. They then will be prepared throughout the managerial coaching program for leading positions. Based on this research study on the impact of demographic characteristics, it is obvious that the process would need to be adjusted to fit different organizational cultures at the divisional level, individuals' level of perceptions and preferences, and objectives as supported by Haynes (2011). However, the combination of the constructs discussed in this study—leadership, coaching process, feedback, trust, and empowerment—is strongly supported by reputed academic journals. However, recommendations need to be supported with individual performance requirements.

Moreover, the study about the significance of demographic characteristics on the perceptions about managerial coaching constructs and leadership development has added value to

the research. This is because the differences in demographic characteristics such as age, tenure, gender, educational qualification, etc., play an important role in the relationship between a coach and a coachee (Tsui & O'Reilly, 1989). Effectiveness of leadership development can be increased by identifying the main causes of issues between the coach and the coachee. If the issues are left untreated, it can result in poor communication, role ambiguity, and thereby job dissatisfaction. A high exchange relationship between the members of the dyad is possible only by considering the compatibility, reliability, and capacity between them (Wu, 2009). The results of this study supported findings of other researchers who indicated that the demographic differences affect the communication between the coach and the coachee (Tsui & O'Reilly, 1989).

This research study confirms the significant contribution of the proposed managerial constructs on leadership development as suggested in existing literature. In terms of regression analysis, the results suggest that the empowerment construct is a good predictor of leadership development along with the feedback construct. Therefore, researchers and practitioners may consider this thesis's findings while working on managerial and leadership development in a similar context. No previous empirical study has covered empowerment or feedback as essential components for leadership development in the UAE context, particularly in the oil and gas industry. These findings will be very helpful to the executive management while they are discussing management succession planning and setting their strategies on the people-development theme.

Practitioners also can develop their materials and approach on coaching managers and leaders on their development program. UAEGAS could utilize the findings of this study to develop their leadership development program and capability management strategy. The study showed that UAEGAS has strengths in some areas of managerial coaching and leadership development which they can build on. They have a good practice of managerial coaching and leadership development

in some divisions as indicated in tables 15 and 16. They might encourage line managers to share best practices among the divisions within the company.

6.3 Suggestions for Future Research

In spite of this study's contributions, more research related to managerial coaching and leadership development and coaching in general is required for all levels of employees. This research is one of the first studies that used the five managerial coaching constructs (coaching process, leadership role, feedback, trust, and empowerment) and leadership development in the UAE context. This area of inquiry holds promise for further inquiries and investigations.

It is important to pay attention to other components or constructs based on the individual's needs, which might not be covered in this study but can be discovered upon further analysis as it was revealed from different demographic perspectives. As mentioned earlier, other research studies supported the notion or idea that demographic characteristics have an influence on one's perspectives, perceptions, and priorities (Howell, 2013). However, not much empirical effort has been done in this regard.

The study also revealed that about 20% to 25% of the participants at UAEGAS had no opinion about managerial coaching constructs as indicated in the cluster analysis (figure 6) and summary of frequencies and percentages statements-wise and factors-wise in appendix 9. This lack of awareness might be due to the lack of communication where UAEGAS should investigate and consider the subject for improvement. In appendix 9, it was indicated that feedback construct's F3 item and F4 item and building trust construct's BT6 item have lower scores from the respondents because of lack of awareness. These findings need to be investigated and tackled to maximize the benefit gained from the leadership development approach; a structured feedback approach should

be established to enable the managers to give and receive constructive feedback on the competencies absorbed for development purposes. According to Boyce, Jackson, and Neal (2010), this will not be achieved in the absence of the mutual trust relationship.

Therefore, it is recommended to identify more constructs that might have a significant effect on leadership development. This study has generated important findings that may offer the first step towards any future similar research. As this study focused only on the oil and gas sector, it is suggested to conduct a more extensive research in other organizational settings and context to cover a larger population size, other industries, public services, and government sectors. This can give a much wider picture and insight into the problem and opportunities. More research with distinct employee samples and other business contexts is required to check the generalizability of these findings. As already acknowledged in this study, empirical research examining managerial coaching constructs is limited. Future research should discover concerns that have not yet received adequate scrutiny.

6.4 General Recommendation

With reference to the demographic findings of this study, further exploration on the effects of demographic characteristics between a coach and a coachee will need to be conducted. It would be good to conduct future studies on this relevant topic in different parts of the world to expand to wider populations with different demographic characteristics so that a holistic view of the issue can be obtained. Variables such as ethnicity, property size, etc., could be used in future studies. Another recommendation would be to use both electronic survey and the traditional paper survey methods to give chance and flexibility to those who don't have access to the Internet.

However, based on the general outcome of this research study and its context, the following recommendations are proposed:

1. Communicate the importance of the managerial coaching concept and values to all line managers across the organization by top executives. Encourage best-practice and knowledge sharing on the implementation of leadership development among the divisions.
2. This study's findings should be reviewed, analyzed, and discussed among the workforce of UAEGAS to propose recommendations for UAEGAS management as they move forward.
3. While designing the training and development programs, the demographic characteristics should be considered and reviewed to maximize the outcome of the program.
4. Executive leaders should empower their subordinates (managers) by creating an atmosphere of trust, openness, and cooperation and by giving them more authority on decision making rather than being self-centered.
5. Conduct a yearly survey on existing leadership training and development implemented and their outcome for review and improvement considering the findings of this study.

6. Propose required managerial competencies while identifying future managerial position candidates (leaders) through a 360-degree feedback and assessment and a development center.
7. During management succession planning (MSP), managers and leaders should identify high-potential candidates from day 1 and prepare them throughout different developmental stages of their career, considering the findings and outcome of this study.
8. Promote and create a culture of knowledge sharing where different processes of knowledge management can be facilitated and encouraged by the SME, OJT, SKT, and coach.
9. UAEGAS learning and development programs should stress the need to primarily groom talented staff towards being effective leaders by managerial coaching early in their stay with the company.
10. Considering UAEGAS's strategy of recruiting fresh local UAE graduates from different academic levels, listening while giving feedback is an essential skill that needs to be continually developed and practiced throughout the feedback session by the coach during the development stages.
11. The preferences and perceptions of cultural aptitude and emotional intelligence need to be more fully developed among coaches and managers. Managers and leaders need to be made aware of the meaning of these preferences and perceptions and how they impact the leadership development program and the development program in general.
12. This study finding indicates that UAEGAS may hire managers or leaders and professionals who can coach and monitor their employees and managers effectively. Many organizations recognized their manager and leaders as coaches as a new managerial concept in learning

organizations. Therefore, UAEGAS should focus on the development of existing managers and leaders to become and act as coaches.

Chapter 7

Conclusion

7.1 Introduction

The main purpose of this research study was to examine and explore the contribution and influence of managerial coaching constructs (leadership, coaching process, empowerment, feedback, and trust) to develop leadership competencies and qualities and to recognize the role of leadership and the relationship between managerial coaching constructs and leadership development, discussed in the literature, through a comprehensive review and analysis of publications related to the field of coaching and leadership development. The proposed conceptual model for this research study was supported by a comprehensive literature review of the proposed constructs and the research study questions in chapter 2; accordingly, the conceptual model was suggested as exhibited in figure 3.

Based on the research questions and the six hypotheses, a quantitative methodology was used, and the online survey questionnaire was designed accordingly as explained in chapter 4 (data and methodology). Descriptive statistics, correlation analysis, regression analysis, and other analyses for further findings were conducted and then reported and discussed.

Overall, the author could conclude that all six hypotheses were generally true in terms of ANOVA and Pearson's correlation coefficient for UAEGAS as a whole. Yet further demographic analysis and findings showed that demographic characteristics had influenced the different preferences and demands within the same organization.

In general, according to Pearson's correlation coefficient analysis indicated in table 6 and ANOVA analysis results presented in table 5, all the study hypotheses were supported as indicated

earlier in table 26, and all five managerial coaching constructs made a positive contribution to LD. Moreover, based on further analysis and findings discussed above, it can be concluded that the five hypotheses are significantly true. However, based on the demographic characteristics' perceptions and preferences, the results could vary in some pockets within the organization. This was the significant outcome of this research study, as it clearly gave direction that UAEGAS needs to put more efforts to strengthen managerial coaching for leadership development as observed from the demographic characteristics that influence the perception and preference of the participants (Haynes, 2011).

The results indicate that when employees perceive that their leaders or direct supervisors have an empowering style of leadership, they will also feel empowered, motivated, and engaged, which indirectly leads to feelings of connection and belonging to their organization. In effect, leadership, trust, coaching, feedback, and empowerment serve as explanatory variables helping us understand how leadership development influences the attachment of employees to their organization (Spreitzer, Janasz, & Quinn, 1999).

Generally, leaders who actively contribute to followers' development through coaching and mentoring exhibit individualized consideration. The results indicate that individualized consideration might be provided not only through focusing on followers but also by examining coaching and mentoring; it is also possible to express individualized consideration by putting oneself last and de-emphasizing one's superiority (Dewettinck & Amejide, 2011).

People differ in their perceptions and preferences of leadership style and approach. There seems to be preferred ways by which leaders lead people as discussed in chapter 2 from directing and controlling approach to participative and empowerment. Leader's approach influences the perception of his subordinates in a number of ways, such as either to obtain their trust, respect, and

to follow his path or the vice versa. leaders who tend to lead by their power and status to direct, control, micro manage things, not involving his team in decision making process, not providing constructive feedback, and does not motivate nor provide opportunities to expand the knowledge of his subordinates fails to be effective leader. Leader with these traits tend to lose their subordinates respect, trust, will not get their maximum productivity and performance (Horner, 1997; Amzat 2011; Ismail et al., 2010; Resick, 2011).

On the other hand, according to Avolio (2005), an authentic leadership development program (he referred to it as “life’s program”) consists of continuous processes in which leaders and subordinates acquire self-awareness through constructive feedback and build open, trusting, and genuine relationships that are brought about by planned interventions like training and development opportunities.

One of the goals of the current study was to add to the current state of knowledge of the relationship between demographic characteristics and the perceptions on leadership development and managerial coaching constructs. With different generations, nationalities, and experience in the workforce, organizations are confronted with the challenge promoting an interconnected workplace, which includes streamlined communication and effective leadership. The current study has revealed findings, which are relevant to the industry and future studies. The findings of this study suggest that relationships exist among the variables studied, though further research is recommended to strengthen the findings.

7.2 Implications

There are a number of practical implications that can be derived from the present findings. For one, it appears that providing leaders and managers with leadership development training and development programs will promote employee satisfaction, engagement, self-confidence, and thereby affective commitment, which finally lead to good leadership quality (Ismail et al., 2011).

The present study is among the first empirical works to explore and examine the contribution and influence of the five proposed coaching constructs on leadership development. Below are some noteworthy implications theoretically and empirically identified about the proposed coaching constructs of empowerment, coaching process, building trust, feedback, and leadership on leadership development.

Empowerment. Successful organizations and managers tend to create environments that have varying degrees of empowerment. Empowerment leads to self-leadership, resulting in positive outcomes. Studies conducted in Turkey with 152 employees from various industries (Ozaralli, 2002) and in Canada with 197 undergraduate university students (Meyerson & Kline,

2008) to investigate the effect of transformational leadership on empowerment concluded that the ability of leaders to implement transformational style had increased followers' empowerment while carrying out organizational functions. The current study, in terms of regression analysis, revealed that the empowerment construct has a significant positive contribution to LD, and it is considered as a good predictor of LD as indicated in table 8. This places more emphasis on employee mindset and skill development for each individual in the workplace (Carson & King, 2005). Leaders attempt to empower their employees by providing them with autonomy, discretion, control, decision latitude, or power. Empowerment is a significant factor among expatriates, bachelor degree holders with fewer than five years' service at UAEGAS, and middle-aged employees (41 to 50 years). At this age and as newcomers to UAEGAS, employees expect to be empowered since they had previous experience and potential. As a result, employees feel more empowered and have enhanced role-related feelings of contribution, control, competence, connectedness, and meaningfulness. Empowerment and self-leadership are important to overcome the drawbacks of traditional leadership thought (Dewettinck & Ameijde, 2011).

Coaching Process. Empirical studies in leadership development and the current study's results support the significant positive influence of coaching on leadership development and the development of leader competencies (Bowles et al., 2007). Some of the values of executive coaching are greater life fulfillment, improved personal and professional life balance, and more satisfying interpersonal relationships (Beecham et al., 2004). It is interesting to note that coaching process is a significant factor among old and experienced employees (51 years old and above), which represent 25.59% of the participants in this study as indicated in table 24. This finding is in line with UAEGAS's practice where old, experienced, and competent employees have been utilized and encouraged to develop UAE nationals. They are involved and assigned the role of

subject-matter expert (SME), coach, assessor, skill and knowledge transfer (SKT), or on-the-job trainer (OJT) in the coaching process, and they are considered as a “support team.” According to Australian Institute of Management Western Australia (2004), the coaching process is an essential component of training and leadership development and has been used tremendously to support the transfer of skills and knowledge to an organization’s leaders and employees. UAEGAS has three different coaching and development process and stages. The first stage is for new local UAE recruits (CAMS/CAS), the second stage is the high-potential graduates program (LoT), and the third stage is for MDP for middle and higher managerial positions. Kaye (2006) found executive coaches helped executives improve skills and augment performance and guided development for future leadership roles.

Building Trust. Leadership development is a process of instilling and encouraging trust. For leaders to lead, they need a united and harmonious environment characterized by mutual trust (Kou, Chang, & Chang, 2014). One of UAEGAS’s top priorities and objectives expected from the qualified and experienced expatriates is to share their knowledge and skills with young UAE nationals by coaching and developing them (UAEGAS five years’ plan, 2014). Expatriates who have a good relationship with and understanding of young UAE nationals succeed in coaching and developing them; UAEGAS retains them in the company and utilizes them as SMEs, OJTs, or SKTs. Boyce, Jackson, and Neal (2010) revealed that 65% of coach and coachee leadership development programs were terminated because of ineffective client-coach relationships as reported in an American Management Association study in 2008. Leaders must realize that their behavior powerfully affects employees’ and followers’ opinions about them and the work itself. When sensitivity is present in the relationship, leaders can optimize follower trust (Fairholm & Fairholm, 2000).

Feedback. Feedback is a very essential construct for employees' performance improvement and development in general (Kirkbride, 2006; Baron, Morin, & Morin, 2010). To achieve goals or pass standards, people use feedback to evaluate their performance relative to their goals. Studies have shown that managers pay more attention to feedback from subordinates and use this feedback to change their behaviors and performance so that subsequent subordinate ratings would be more favorable (Atwater et al., 1995). When feedback from different sources converges, it provides clear signals as to what the leader or manager might want to concentrate on for developmental purposes (Stride et al., 2006; Fields, 2004). In this study, it was indicated that feedback construct's F3 and F4 items and building trust construct's BT6 item have lower scores from the respondents because of lack of awareness as exhibited in appendix 9. These findings need to be tackled to maximize the benefit gained from the leadership development approach; a structured feedback approach should be established to enable the managers to give their constructive feedback on the competencies absorbed for development purposes. This will not be achieved in the absence of the mutual trust relationship according to Boyce, Jackson, and Neal (2010).

Leadership. Leadership style and role influence organizational culture and have an essential impact on creating a positive learning environment (Lok & Crawford, 2004; Mannheim & Halamish, 2008). There are different types of leadership styles, and the transformational style is considered as the role model for leadership development (Kirkbrid, 2006). Transformational leadership is positively related to employee creativity and development. Leaders need to provide the required resources in the form of informational feedback, access to valuable information, etc., to their followers before the latter can acquire the skills needed for the creation of new ideas (Cheung & Wong, 2010). As represented in table 27, the leadership construct is a significant factor

among UAE nationals and employees working in technical divisions at UAEGAS, particularly the Operations and Maintenance divisions, which represent 32% of the respondents. This significant finding could be shared with other divisions within UAEGAS as best-practice sharing. Many research studies concluded that leadership role is very essential in creating a better working environment, which affects employees' job satisfaction, commitment, and motivation for development (Lok & Crawford, 2004; Mannheim & Halamish, 2008). Furthermore, at UAEGAS, the demographic profiles of the employees who are satisfied with leadership are long-serving employees and those in the age group of 31 to 50 years old. This group profile reached an age of maturity with a fair number of years of experience in managerial positions, willing to train and coach newcomers and leaders and to develop them accordingly. Based on existing literature and this study's findings, it could be concluded that one of the main leadership roles is to facilitate and develop a positive relationship between leaders and followers to achieve the required coaching outcome to develop competent leaders with leadership competencies (Ellinger, Hamlin, & Beattie, 2008; Boyce, Jackson, & Neal, 2010; Rolfe, 2010).

7.3 Limitations and Future Directions

To put research findings and implications in the right perspective, it is important to discuss the study limitations. The limitations can certainly inspire future research. One of the main drawbacks or limitations of this study is the small size of the population sample; the survey was conducted under the assumption that the participants were honest and answered the survey without fear of a supervisor or the company reviewing their responses. The survey questionnaire was distributed during the summer (May and June) when most of the employees were taking their annual leave. The study was conducted at an oil and gas company; thus, the results may not be

applicable to other industries. As some parts of this study rely on quantified, perceptual, and highly subjective data; hence, some bias may exist. The probability of different perceptions of the same facts by different persons may also be considered a limitation.

As this study was the first of its kind conducted in the UAE, it was difficult to gather the necessary data and thereby to clearly pinpoint the factors that have a negative impact on leadership development. Another limitation is that interviews were not conducted to collect further information on how managerial coaching can positively affect leadership development in the oil and gas sector.

Therefore, it is recommended to conduct more extensive research in other organizational settings to cover a larger population, other industries, and other cultures. More research with distinct employee samples and alternative business contexts is required to check their generalizations. Future research should explore issues that to date have not received adequate scrutiny.

Despite the limitations of this research, it is rewarding to observe this type of progress on leadership development within a business setting. These positive results recommend that effective and dynamic managerial coaching programs should be implemented in other settings too, as leaders are required to demonstrate more subtle leadership skills in today's leaner and fast-paced organizations.

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Appendix (1)



Our Ref. : CEO/7.7/617/13

Date: 6th May 2013

Dr. Chowdhury Hossan
Assistant Professor of Management
College of Business Administrations
Abu Dhabi University
P.O.Box: 59911
Abu Dhabi

Via fax : 02-5588118

Dear Dr. Hossan,

Questionnaire Survey

This has reference to your letter of 17th April 2013 regarding the above subject questionnaire which will be conducted by Mr. Saeed Al Shamsi (ID:1003665) as part of his Doctoral Course Requirement.

I am glad to advise that we have no objection for Mr. Al Shamsi to conduct his survey at ADGAS organization. Our focal point, Mr. Moosa Al Murawwi – Learning & Development Manager, can be contacted on 02-6065566 or 02-6069466, or almurawwi@adgas.com to ease the process.

I take this opportunity to thank Abu Dhabi University as one of the leading universities that contributed in developing the level of knowledge and education in Abu Dhabi.

Yours faithfully,

For Abu Dhabi Gas Liquefaction Company Ltd (ADGAS)


Fahim Kazim
Chief Executive Officer

Appendix (2)

Pilot Test:

For the purpose of using the survey questionnaire, a pilot survey was conducted to check the validity and reliability of the modified survey questionnaire. The process of designing the questionnaire consisted of the following steps:

- Based on my dissertation committee member's advice and guidance, some articles' questionnaires were reviewed and some were selected and modified to suit my study's purpose and context.
- The draft of the prepared questionnaire was submitted to my committee member for their review and advice. Based on their constructive feedback and comments, the questionnaire was amended accordingly.
- The target sample size will be between 250 to 300 considering all divisions in "UAEGAS" (15 divisions) and the job level of employees will be Division Managers, Heads of Departments, Team leaders, and supervisors.
- It was advised by the committee member to conduct pilot test/study to check the validity and reliability of the questionnaire items and also to target 50-sample size for the pilot study.
- HR division was targeted for the pilot study taking into consideration the easy access to employees for further follow up.
- Monkey survey software was used to help in data collection process. The survey questionnaire was sent to around 130 employees in HR and got 72 responses on 3rd June 2013 after filtration (to remove junior staff). 52 responses were received from the targeted sample size for the pilot study.
- 52 was a sufficient number to conduct the validity and reliability test.
- A Statistical Package for Social Sciences (SPSS) software program was used for assessing the items' (for all variables') validity and reliability via Cronbach's alpha for the sample of current study.
- All variables' Cronbach's Alpha was above 0.88 which meant that the questionnaire items are valid and reliable.

The results of the pilot study show that the Cronbach's Alpha is above 0.7, which indicate the validity and reliability of the questionnaire items (George & Mallery, 2003).

Appendix (3)

Saeed Ali Obaid Al Shamsi

From: Vlad Krotov <vlad.krotov@adu.ac.ae>
Sent: Wednesday, June 19, 2013 3:52 PM
To: Saeed Ali Obaid Al Shamsi
Cc: Christopher Dixon; Chowdhury Hossan; Marina Papanastasiou
Subject: RE: Saeed Al Shamsi ID:1003556 - Submission of IRB Application and Research Questionnaire design and Consent

Hello,

Dr. Mohsen, the Dean of CRGS (IRB is under CRGS) has given us a permission to collect data.

Thank you,

-----Original Message-----

From: Saeed Ali Obaid Al Shamsi [<mailto:salshamsi@adgas.com>]
Sent: Sunday, June 09, 2013 4:41 PM
To: Vlad Krotov
Cc: Christopher Dixon; Chowdhury Hossan; Marina Papanastasiou
Subject: Re: Saeed Al Shamsi ID:1003556 - Submission of IRB Application and Research Questionnaire design and Consent

Dear Dr. Vlad,

attached is the actual survey questionnaire, i will be using survey monkey soft ware for the data collection. below is the draft massage my recipients will receive to ensure the confidentiality and purpose of the study.

if you require further detail, please don't hesitate to ask.

waiting for IRB approval

With Regards,
Saeed Al Shamsi

.....

Survey on

A Study of Managerial Coaching Effectiveness on Leadership Development at Oil and Gas Company in UAE Dear Survey Respondent:

I am DBA student at Abu Dhabi University conducting academic research on "A Study of Managerial Coaching Effectiveness on Leadership Development at Oil and Gas Company in UAE context" for the purpose of my dissertation. The aim of my research purely academic is to study the leadership development practices through coaching program and its effectiveness in the UAE context.

I am conducting this survey to get your opinions about the implementation of coaching and development opportunities available for managerial coaching effectiveness for you at your organization. The information that we obtain will be used for research purposes to identify areas to improve existing programs and to enhance the implementation of coaching for the training and development opportunities.

CONFIDENTIALITY

All your answers are confidential and your anonymity is guaranteed. Your completed questionnaire will be used for research purposes.

Please complete and submit the survey

Appendix (4)

A Study of Managerial Coaching Effectiveness on Leadership	
*1. Division/Department	
☐ Human Resources	☐ Engineering
☐ Marketing	☐ Integrity and Quality
☐ Information Technology	☐ Projects
☐ Procurement & Contracts	☐ Health, Safety & Environment
☐ Finance	☐ Strategy and Corporate Development
☐ Operations	☐ Corporate Communication & Public Relation
☐ Maintenance	☐ Internal Audit
☐ Plant Management/GTS	
*2. Age Group	
☐ Less than 20	☐ 41 to 50
☐ 21 to 30	☐ 51 & above
☐ 31 to 40	
*3. Gender	
☐ Male	☐ Female
*4. Job Level	
☐ Junior Staff Technical	☐ Head of Department / Manager
☐ Junior Staff Support	☐ Vice President
☐ Supervisor/Officer/Engineer/Accountant	☐ Senior Vice President
☐ Team Leader / Snr Engineer / Snr Officer / Snr Specialist	
*5. Length of Service	
☐ Less than 1 year	☐ 11 - 20 Years
☐ 1 to 5 years	☐ 21 - 30 Years
☐ 6 - 10 Years	☐ 31 and above
*6. Nationality	
☐ UAE	☐ Expatriate

A Study of Managerial Coaching Effectiveness on Leadership

*7. Qualification

- | | |
|--------------------------------------|--------------------------------|
| ☐ High School | ☐ Bachelor |
| ☐ Diploma | ☐ Master |
| ☐ Higher Diploma | ☐ PHD |

*8. Leadership

	Strongly Disagree	Disagree	Neither Agree and Disagree	Agree	Strongly Agree
L 1-My direct-supervisor actively involves me in taking decisions relating to my area/work	☐	☐	☐	☐	☐
L 2-My direct-supervisor encourages me and my team members to act together to make the required changes our work/area	☐	☐	☐	☐	☐
L 3-My direct-supervisor takes every opportunity to express confidence in my capabilities	☐	☐	☐	☐	☐
L 4-My direct-supervisor tries to influence me rather than impose his views on me	☐	☐	☐	☐	☐
L 5-My direct-supervisor provides me with opportunities to learn new skills	☐	☐	☐	☐	☐
L 6-My direct-supervisor communicates clearly his expectations for the work	☐	☐	☐	☐	☐

*9. Leadership Development

	Strongly Disagree	Disagree	Neither Agree and Disagree	Agree	Strongly Agree
LD 1-I take seriously my responsibility for coaching and mentoring others.	☐	☐	☐	☐	☐
LD 2-I have earned the trust and acceptance my subordinates/team members	☐	☐	☐	☐	☐
LD 3-I am satisfied with the my performance as in supervision/leading position	☐	☐	☐	☐	☐
LD 4-I am able to build an action plan with time lines and delegate responsibilities to enable my team to achieved the target	☐	☐	☐	☐	☐
LD 5-I am able to resolve conflict in the workplace	☐	☐	☐	☐	☐

*10. Building Trust

	Strongly Disagree	Disagree	Neither Agree and Disagree	Agree	Strongly Agree
BT 1-I feel comfortable with my direct-supervisor – able to express my view point without worry	☐	☐	☐	☐	☐
BT 2-My direct-supervisor follows a transparent approach in planning, decision making	☐	☐	☐	☐	☐
BT 3-My direct-supervisor takes all steps necessary to build trust among the team and stakeholders	☐	☐	☐	☐	☐
BT 4-My direct-supervisor makes every effort to keep all his promises. He "walk the talk".	☐	☐	☐	☐	☐
BT 5-My direct-supervisor demonstrates to people at work that trust is the foundation for successful collaboration	☐	☐	☐	☐	☐
BT 6-My direct-supervisor does not hesitate to admit his mistake and learn from questions about his performance or behavior	☐	☐	☐	☐	☐

A Study of Managerial Coaching Effectiveness on Leadership

*11. Coaching Process

	Strongly Disagree	Disagree	Neither Agree and Disagree	Agree	Strongly Agree
CP 1-My direct-supervisor uses every major problem at work as an opportunity to coach	☐	☐	☐	☐	☐
CP 2-My direct-supervisor follows a clear structure while coaching me	☐	☐	☐	☐	☐
CP 3-My direct-supervisor helps me develop full understanding of the problem before considering how to solve it	☐	☐	☐	☐	☐
CP 4-My direct-supervisor encourages me to explore alternative solutions to the problem	☐	☐	☐	☐	☐
CP 5-My direct-supervisor encourages me to plan how I will implement improvement actions	☐	☐	☐	☐	☐
CP 6-My direct-supervisor asks me what support I need to overcome obstacles at work	☐	☐	☐	☐	☐

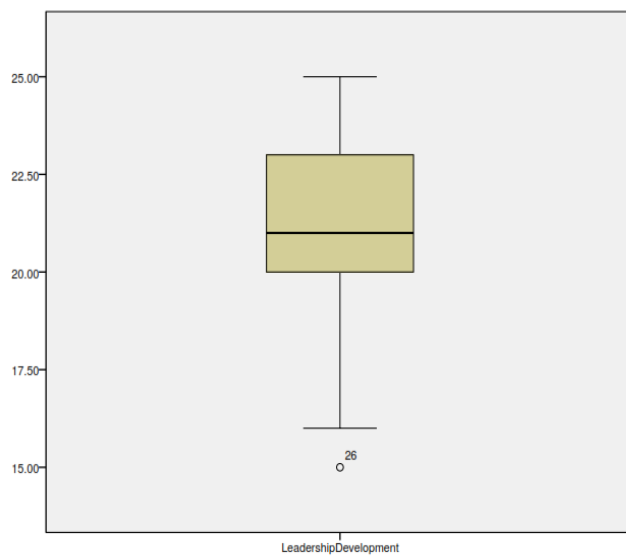
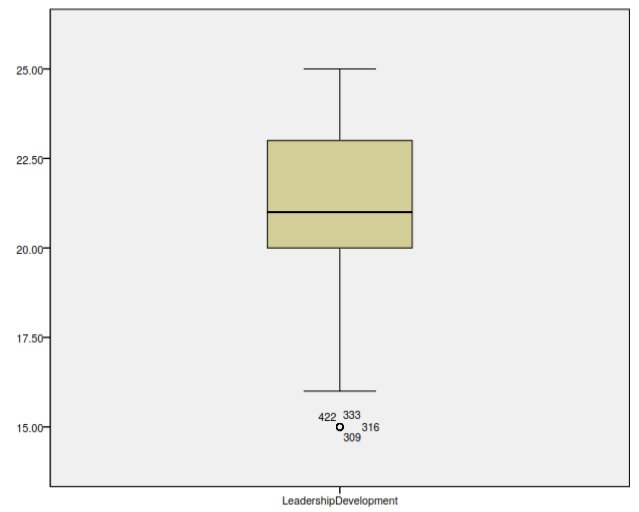
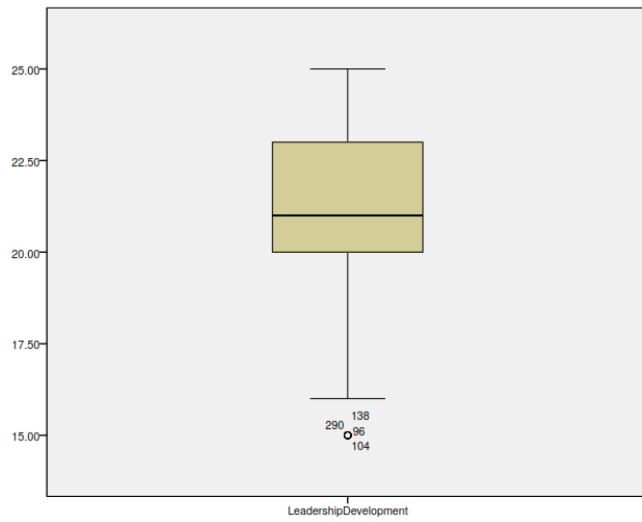
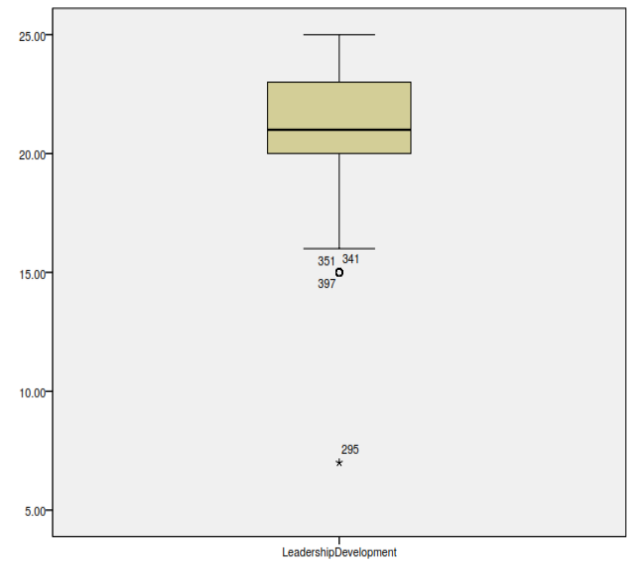
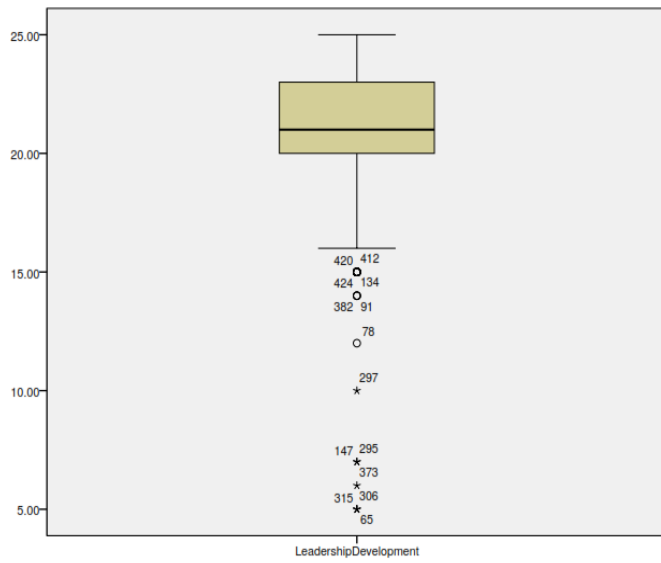
*12. Feedback

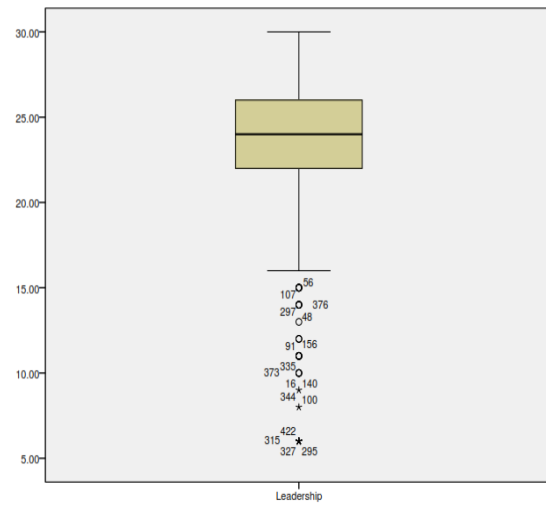
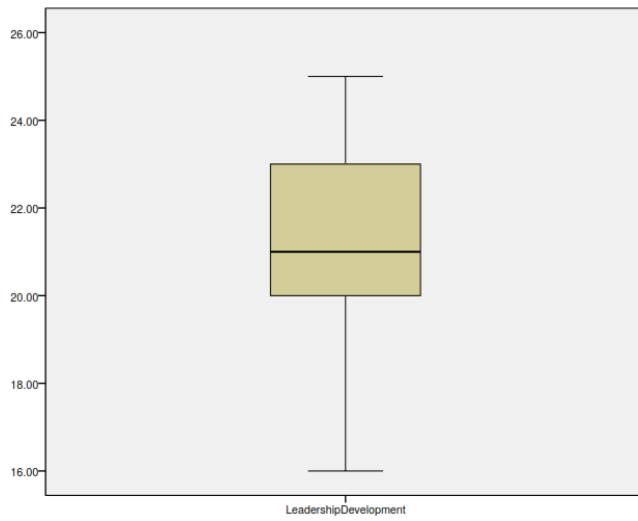
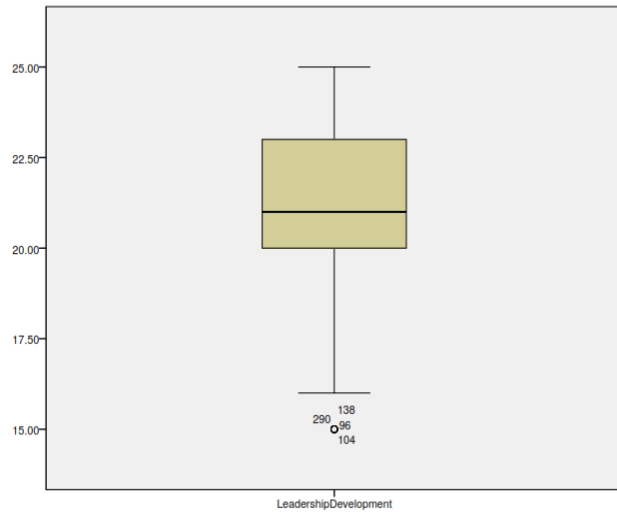
	Strongly Disagree	Disagree	Neither Agree and Disagree	Agree	Strongly Agree
F 1-I feel it comfortable to be open with my direct-supervisor	☐	☐	☐	☐	☐
F 2-My direct-supervisor actively listens to my feedback and also checks with me his understanding	☐	☐	☐	☐	☐
F 3-My direct-supervisor regularly seeks feedback about his behavior with me	☐	☐	☐	☐	☐
F 4-My direct-supervisor provides detailed specific information regarding my behavior at work	☐	☐	☐	☐	☐
F 5-My direct-supervisor listens with an open mind to my explanations to his feedback	☐	☐	☐	☐	☐
F 6-My direct-supervisor explains the impact of my actions on the team or organization, while giving feedback	☐	☐	☐	☐	☐

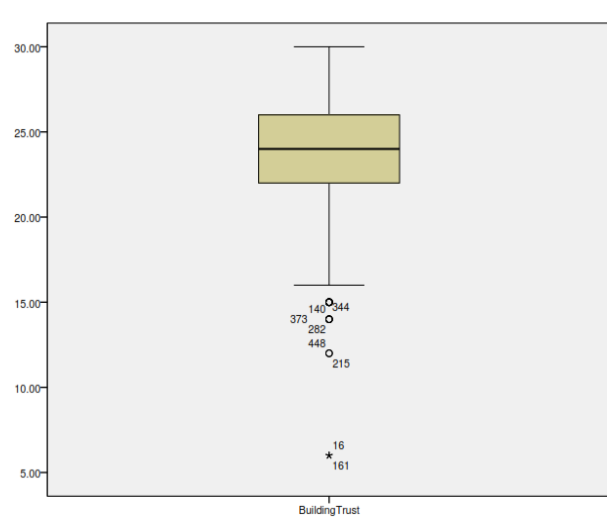
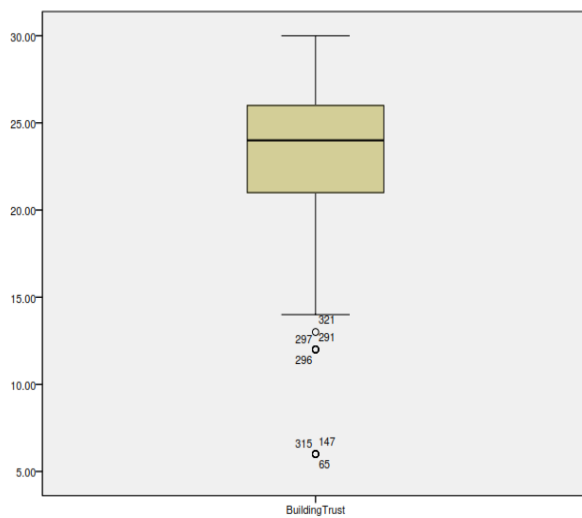
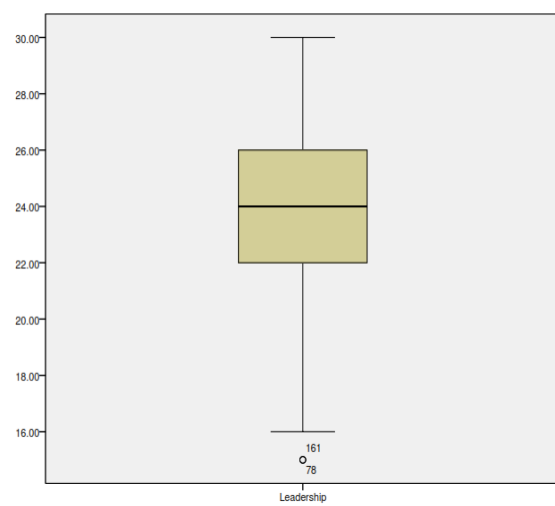
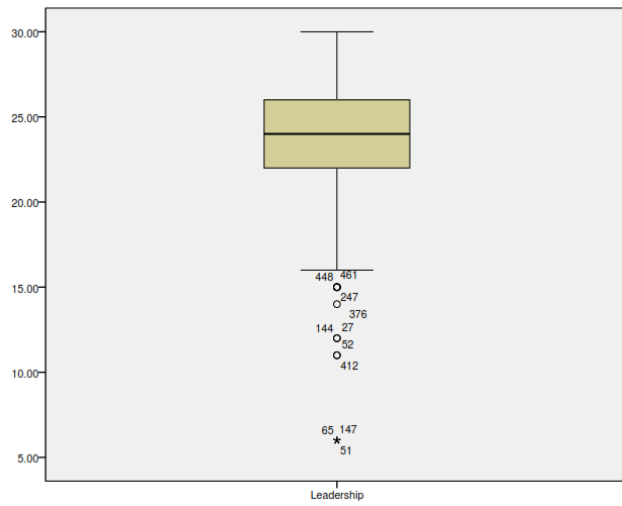
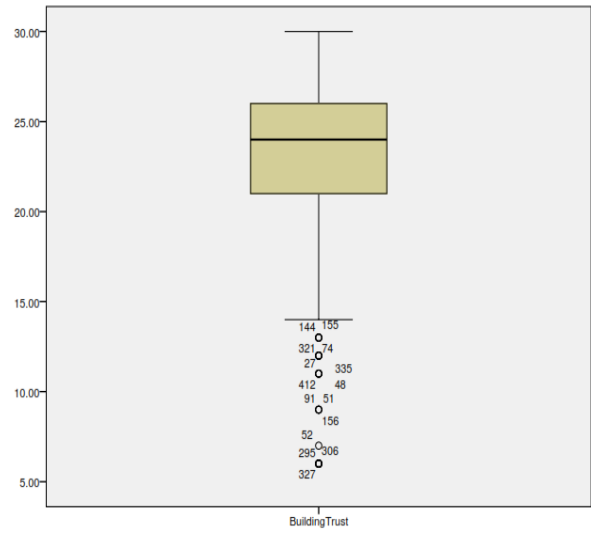
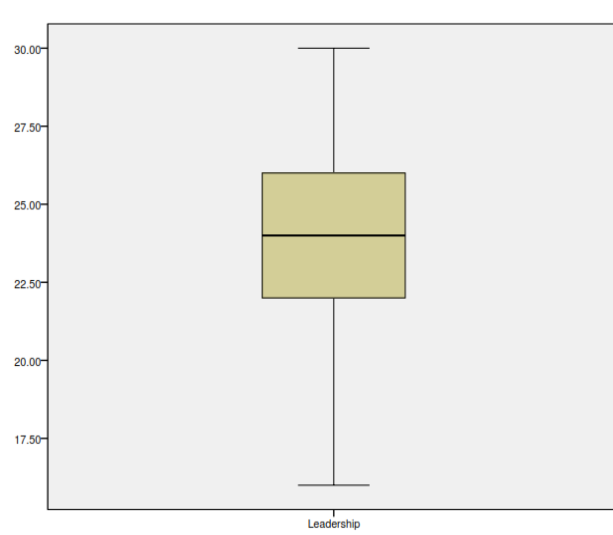
*13. Empowerment

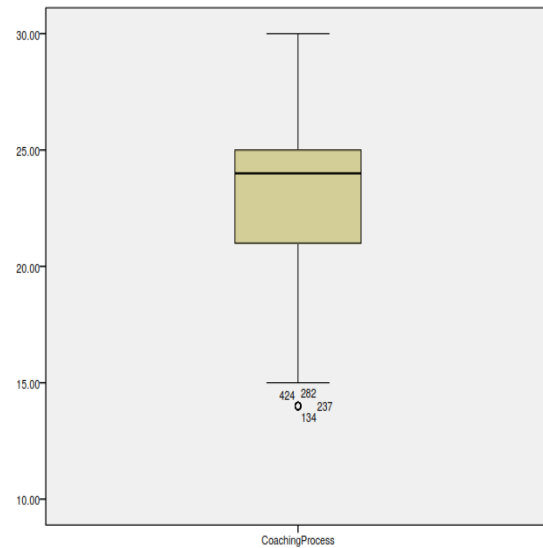
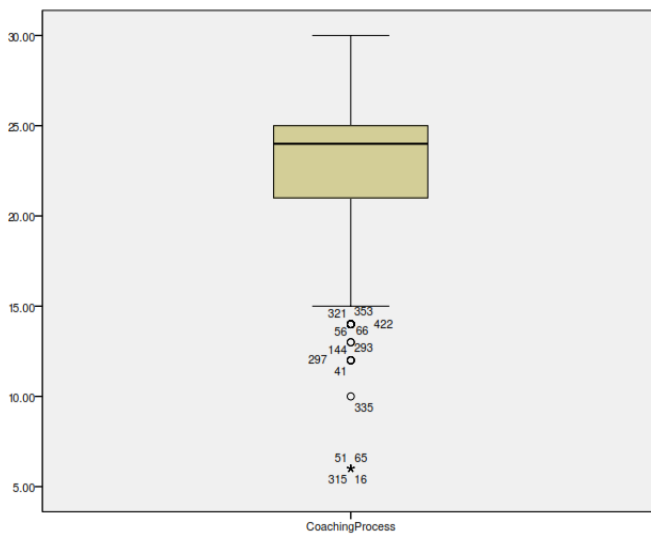
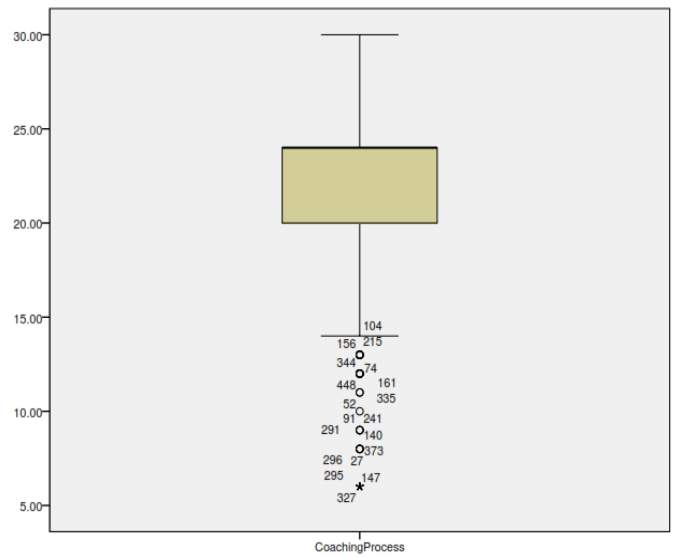
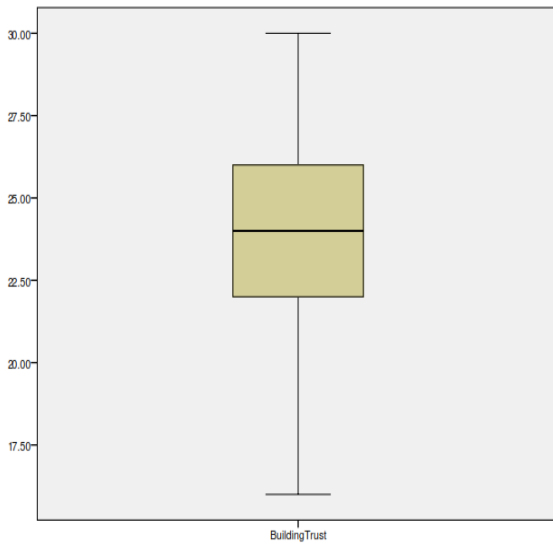
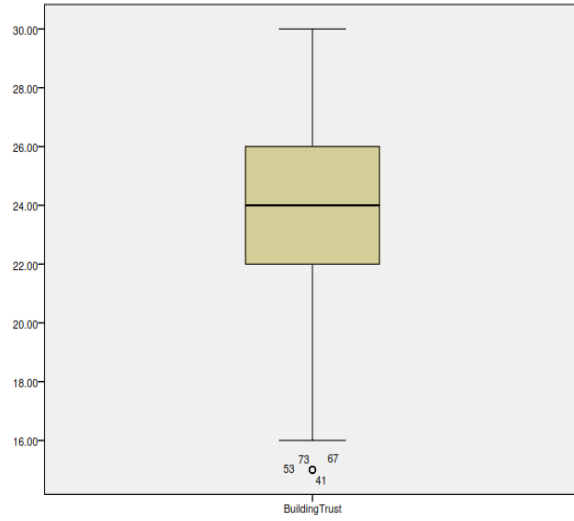
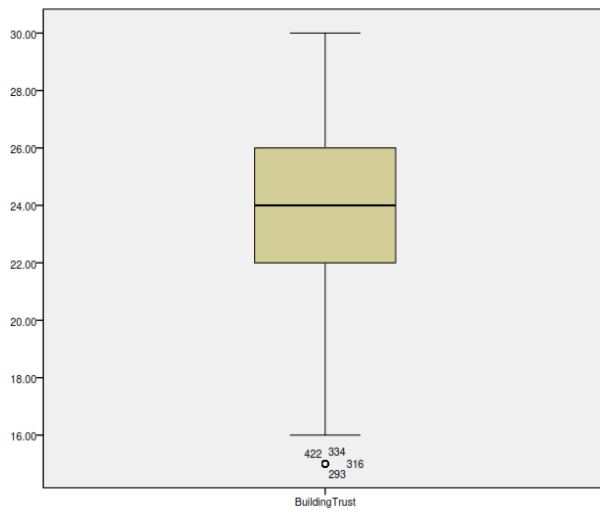
	Strongly Disagree	Disagree	Neither Agree and Disagree	Agree	Strongly Agree
E 1-I am comfortable with the management style my direct-supervisor follows	☐	☐	☐	☐	☐
E 2-My direct-supervisor encourages me to set my own improvement goals	☐	☐	☐	☐	☐
E 3-My direct-supervisor involves me in making plans to review the outcomes of performance improvement	☐	☐	☐	☐	☐
E 4-My direct-supervisor makes sure through questioning that the goals I set are SMART – specific, measurable, achievable, realistic and time bound	☐	☐	☐	☐	☐

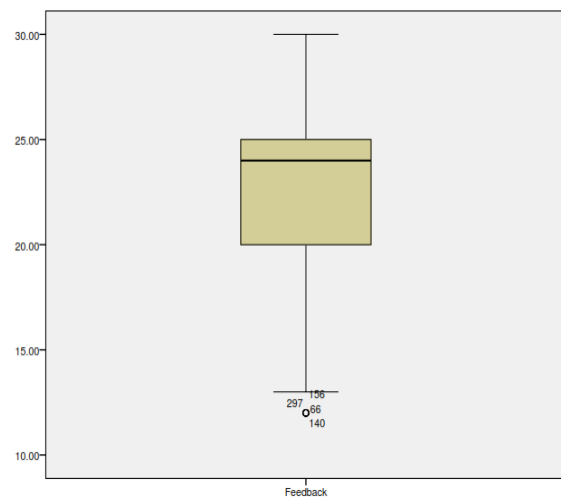
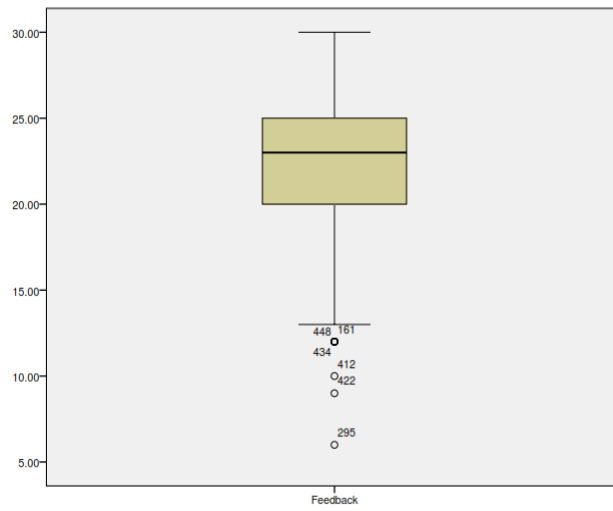
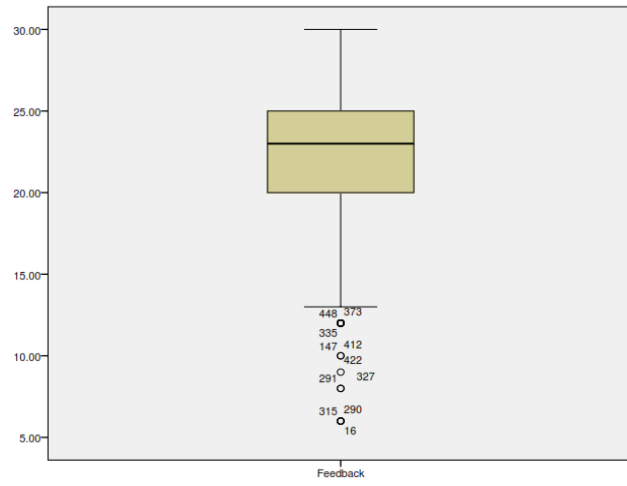
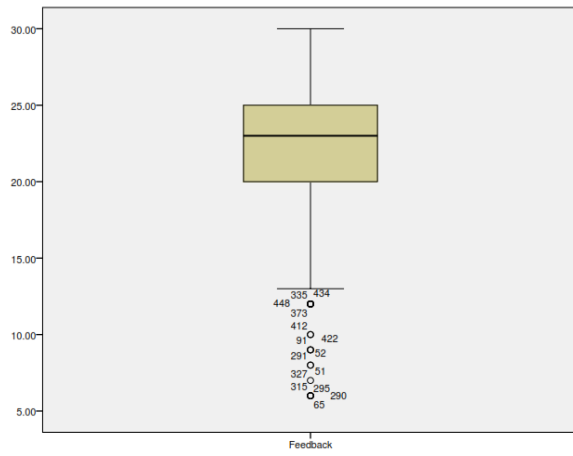
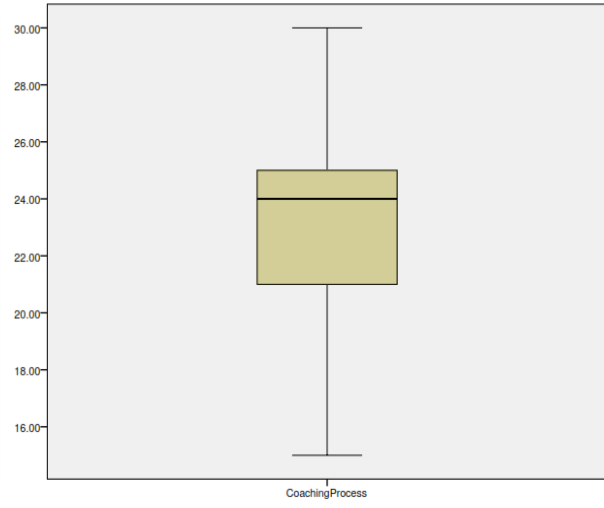
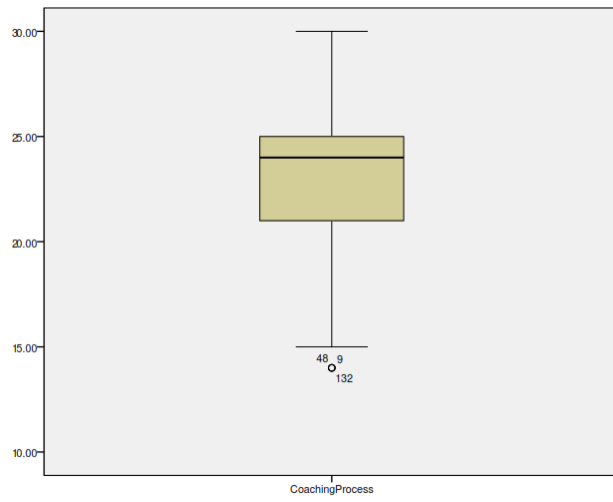
Appendix (5)

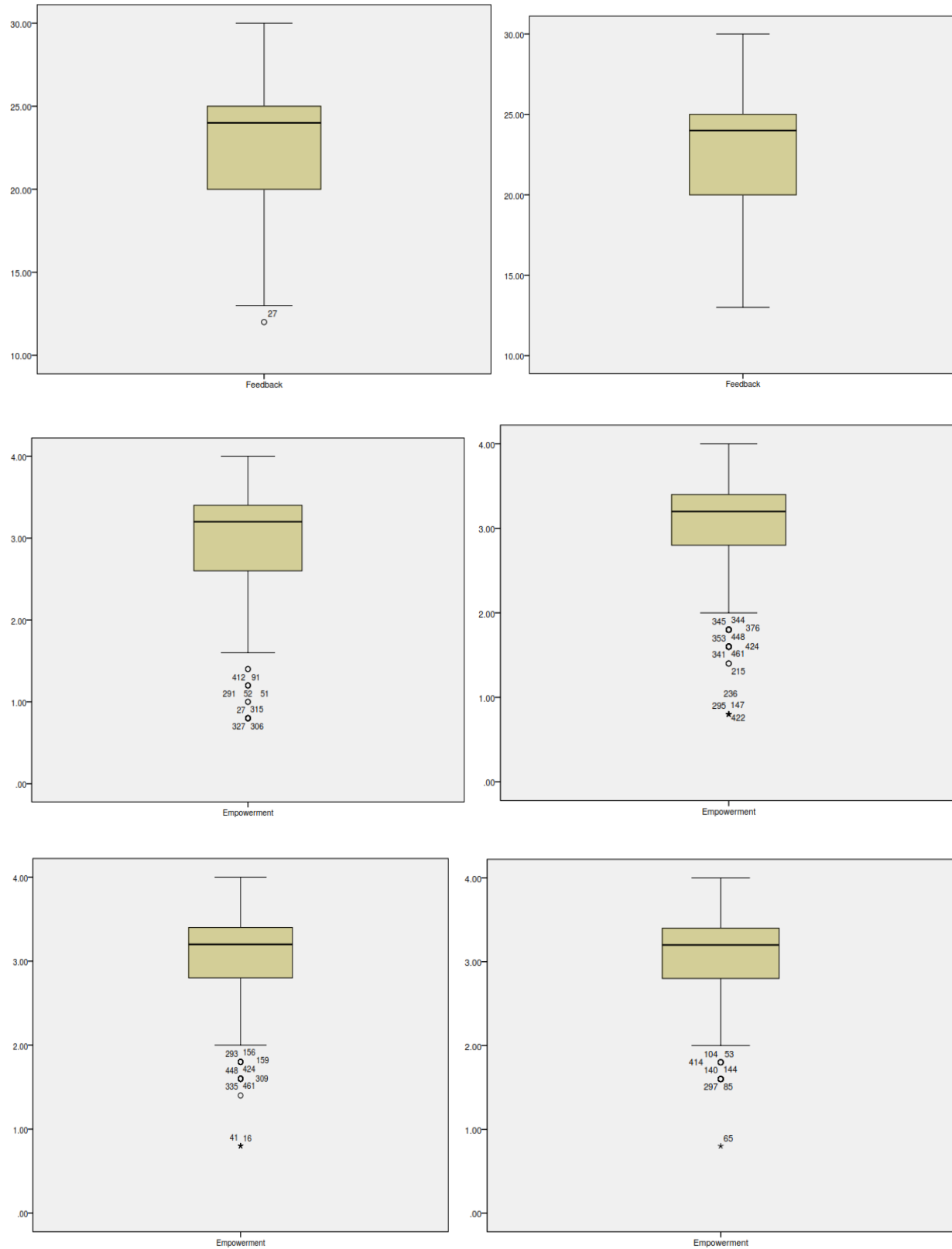


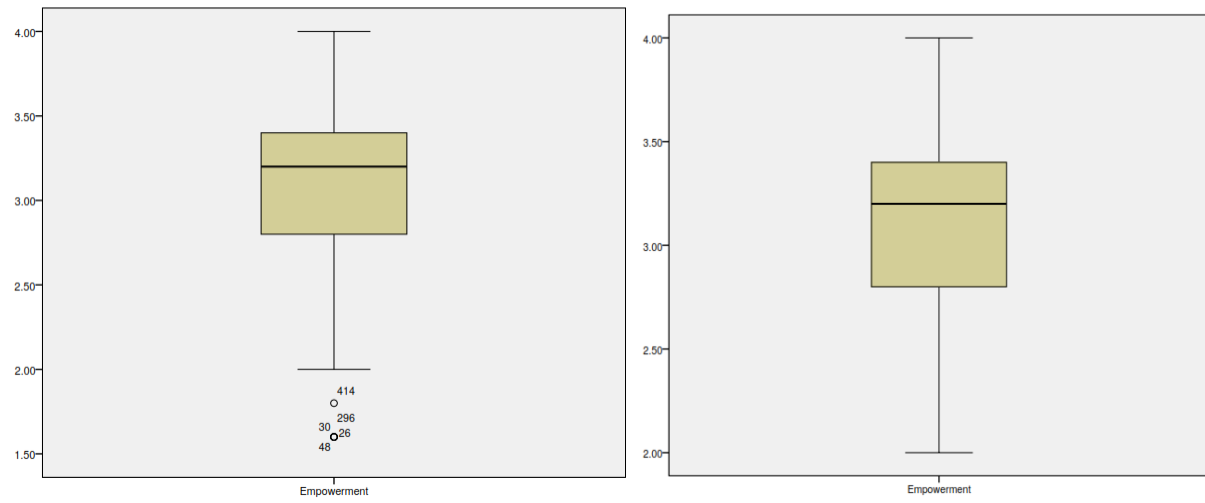




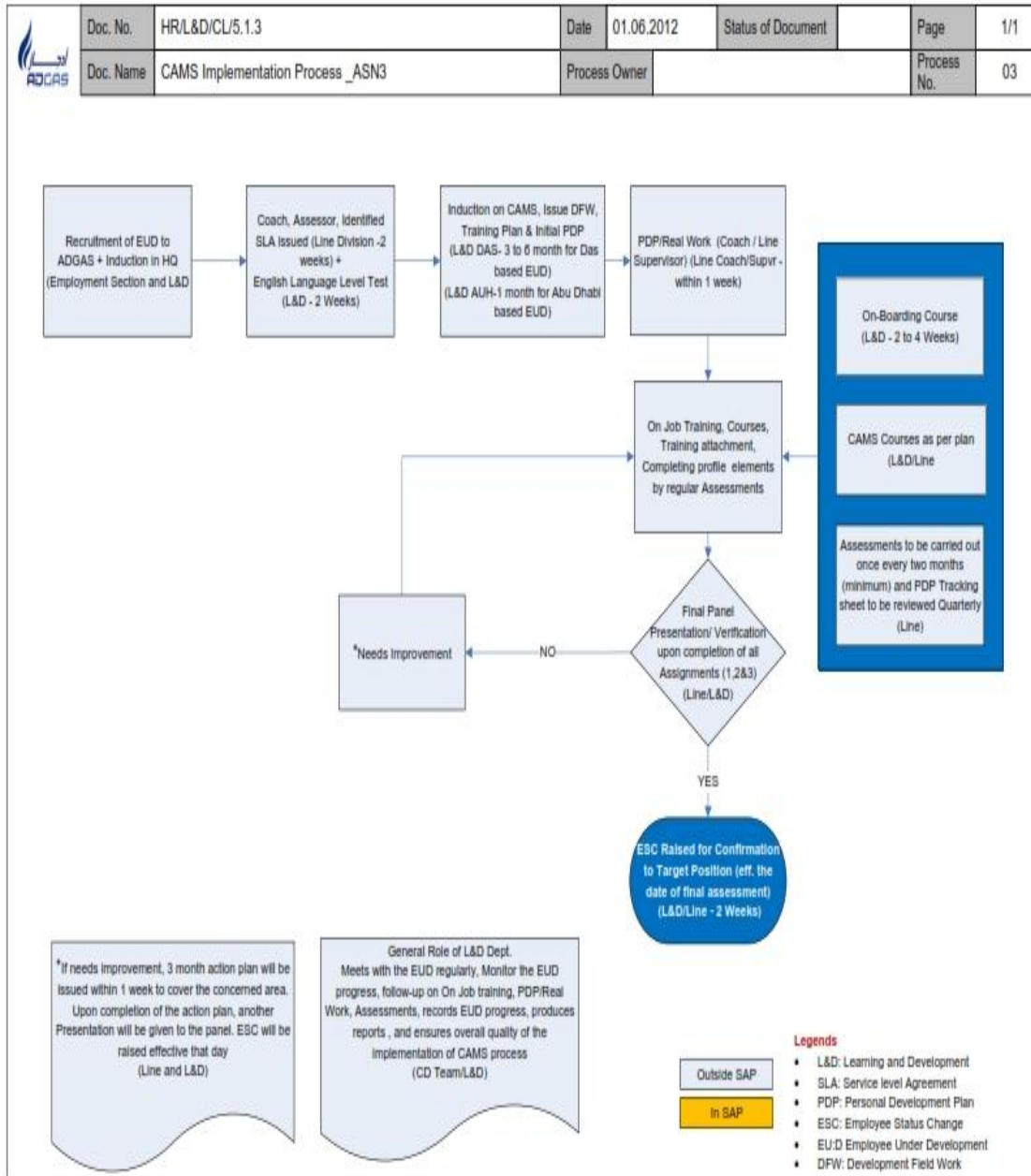




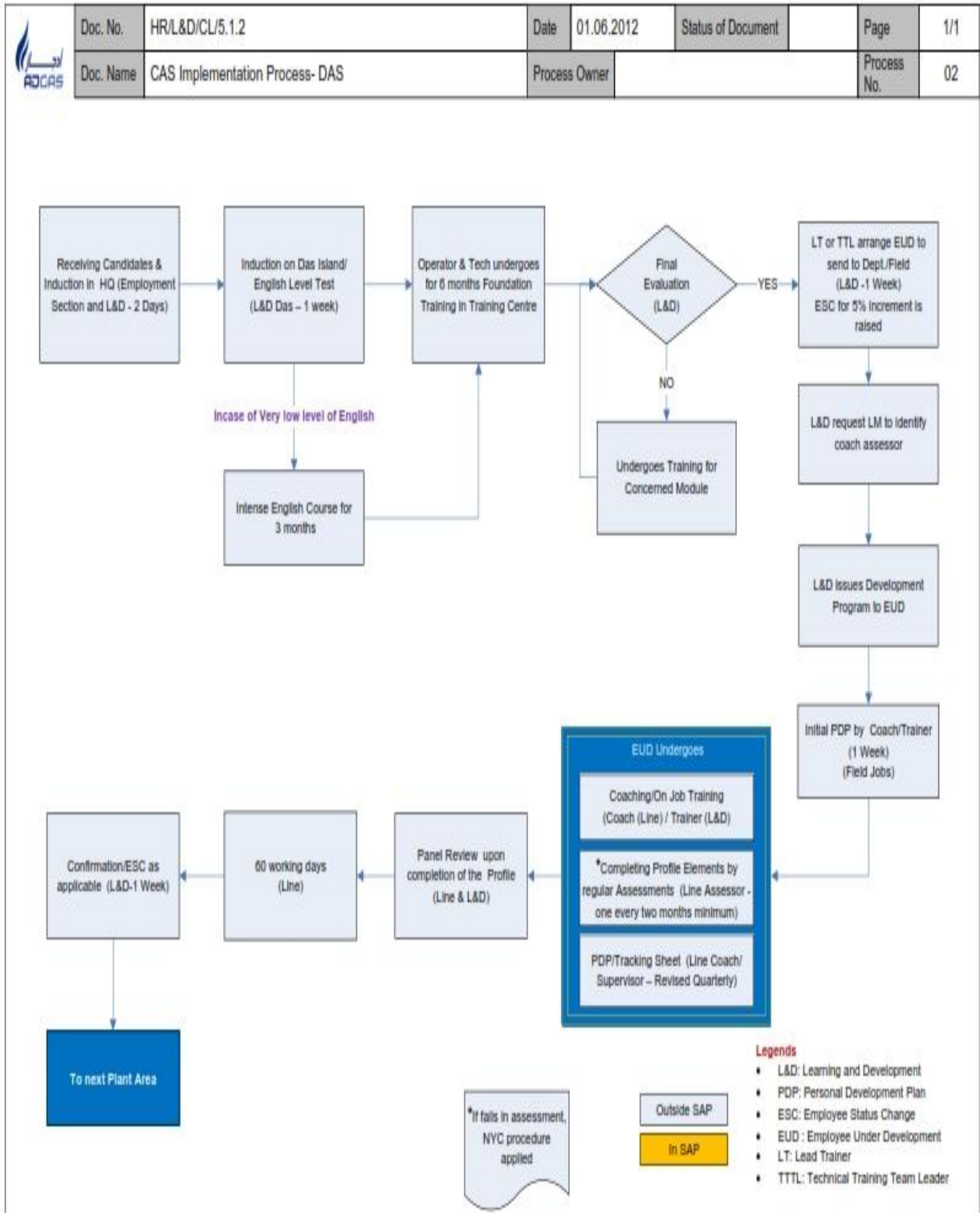




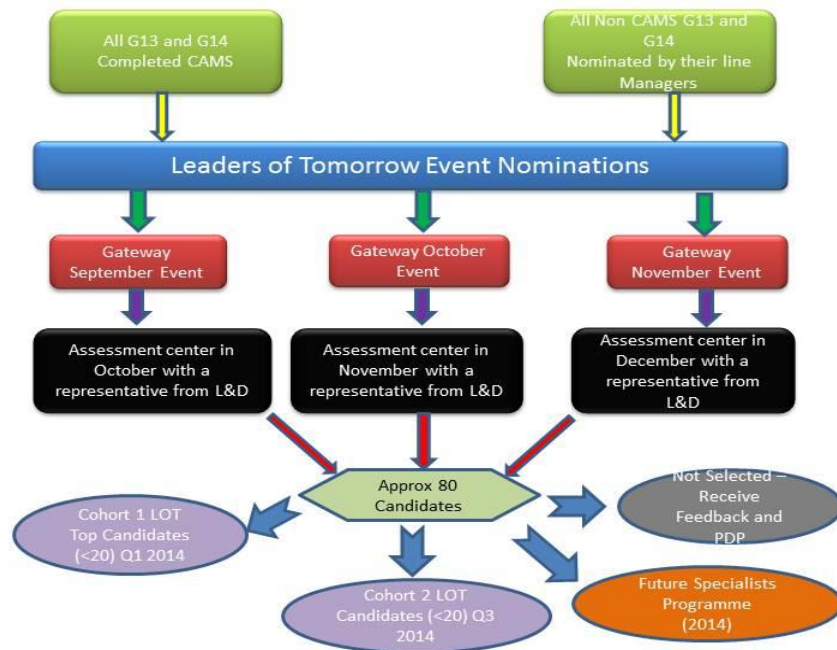
Appendix (6)



Appendix (7)



Appendix (8)



Candidates will be selected for the LOT program based on the following criteria



Appendix (9)

Summary of Frequencies and Percentages statements wise and Factors wise

Statement	Frequencies					Percentages					
	1	2	3	4	5	1	2	3	4	5	4&5
Leadership Development											
LD1-I take seriously my responsibility for coaching and mentoring others.	5	6	32	237	189	1.07%	1.28%	6.82%	50.53%	40.30%	90.83%
LD2-I have earned the trust and acceptance my subordinates/team members	6	3	37	261	162	1.28%	0.64%	7.89%	55.65%	34.54%	90.19%
LD3-I am satisfied with the my performance as in supervision/leading position	6	16	64	257	126	1.28%	3.41%	13.65%	54.80%	26.87%	81.66%
LD4-I am able to build an action plan with time lines and delegate responsibilities to enable my team to achieved the target	6	8	55	261	139	1.28%	1.71%	11.73%	55.65%	29.64%	85.29%
LD5-I am able to resolve conflict in the workplace	7	2	40	284	136	1.49%	0.43%	8.53%	60.55%	29.00%	89.55%
Leadership											
L1-My direct-supervisor actively involves me in taking decisions relating to my area/work	16	25	48	253	127	3.41%	5.33%	10.23%	53.94%	27.08%	81.02%
L2-My direct-supervisor encourages me and my team members to act together to make the required changes our work/area	12	15	55	260	127	2.56%	3.20%	11.73%	55.44%	27.08%	82.52%
L3-My direct-supervisor takes every opportunity to express confidence in my capabilities	10	37	66	257	99	2.13%	7.89%	14.07%	54.80%	21.11%	75.91%
L4-My direct-supervisor tries to influence me rather than impose his views on me	12	35	125	237	60	2.56%	7.46%	26.65%	50.53%	12.79%	63.33%
L5-My direct-supervisor provides me with opportunities to learn new skills	20	31	91	237	90	4.26%	6.61%	19.40%	50.53%	19.19%	69.72%
L6-My direct-supervisor communicates clearly his expectations for the work	14	26	58	278	93	2.99%	5.54%	12.37%	59.28%	19.83%	79.10%
Building Trust											
BT1-I feel comfortable with my direct-supervisor – able to express my view point without worry	12	20	44	238	155	2.56%	4.26%	9.38%	50.75%	33.05%	83.80%
BT2-My direct-supervisor follows a transparent approach in planning, decision making	15	31	74	252	97	3.20%	6.61%	15.78%	53.73%	20.68%	74.41%
BT3-My direct-supervisor takes all steps necessary to build trust among the team and stakeholders	12	26	80	246	105	2.56%	5.54%	17.06%	52.45%	22.39%	74.84%
BT4-My direct-supervisor makes every effort to keep all his promises. He “walk the talk”.	15	22	96	248	88	3.20%	4.69%	20.47%	52.88%	18.76%	71.64%
BT5-My direct-supervisor demonstrates to people at work that trust is the foundation for successful collaboration	13	27	92	254	83	2.77%	5.76%	19.62%	54.16%	17.70%	71.86%
BT6-My direct-supervisor does not hesitate to admit his mistake and learn from questions about his performance or behavior	19	33	140	205	72	4.05%	7.04%	29.85%	43.71%	15.35%	59.06%
Coaching Process											
CP1-My direct-supervisor uses every major problem at work as an opportunity to coach	14	39	108	244	64	2.99%	8.32%	23.03%	52.03%	13.65%	65.67%
CP2-My direct-supervisor follows a clear structure while coaching me	14	46	135	225	49	2.99%	9.81%	28.78%	47.97%	10.45%	58.42%
CP3-My direct-supervisor helps me develop full understanding of the problem before considering how to solve it	15	40	94	252	68	3.20%	8.53%	20.04%	53.73%	14.50%	68.23%
CP4-My direct-supervisor encourages me to explore alternative solutions to the problem	14	25	76	266	88	2.99%	5.33%	16.20%	56.72%	18.76%	75.48%
CP5-My direct-supervisor encourages me to plan how I will implement improvement actions	11	28	94	253	83	2.35%	5.97%	20.04%	53.94%	17.70%	71.64%
CP6-My direct-supervisor asks me what support I need to overcome obstacles at work	14	35	87	251	82	2.99%	7.46%	18.55%	53.52%	17.48%	71.00%
Feedback											
F1-I feel it comfortable to be open with my direct-supervisor	11	21	55	247	135	2.35%	4.48%	11.73%	52.67%	28.78%	81.45%
F2-My direct-supervisor actively listens to my feedback and also checks with me his understanding	10	20	65	263	111	2.13%	4.26%	13.86%	56.08%	23.67%	79.74%
F3-My direct-supervisor regularly seeks feedback about his behavior with me	30	82	137	176	44	6.40%	17.48%	29.21%	37.53%	9.38%	46.91%
F4-My direct-supervisor provides detailed specific information regarding my behavior at work	15	56	130	214	54	3.20%	11.94%	27.72%	45.63%	11.51%	57.14%
F5-My direct-supervisor listens with an open mind to my explanations to his feedback	16	32	98	238	85	3.41%	6.82%	20.90%	50.75%	18.12%	68.87%
F6-My direct-supervisor explains the impact of my actions on the team or organization, while giving feedback	13	37	115	241	63	2.77%	7.89%	24.52%	51.39%	13.43%	64.82%
Empowerment											
E1-I am comfortable with the management style my direct-supervisor follows	19	41	82	242	85	4.05%	8.74%	17.48%	51.60%	18.12%	69.72%
E2-My direct-supervisor encourages me to set my own improvement goals	17	35	71	254	92	3.62%	7.46%	15.14%	54.16%	19.62%	73.77%
E3-My direct-supervisor involves me in making plans to review the outcomes of performance improvement	15	37	92	235	90	3.20%	7.89%	19.62%	50.11%	19.19%	69.30%
E4-My direct-supervisor makes sure through questioning that the goals I set are SMART	13	34	105	234	83	2.77%	7.25%	22.39%	49.89%	17.70%	67.59%

- It is interesting to observe that 20 – 25% employees do not have any opinion about most of the independent factors. This may be due to lack of awareness. UAEGAS is not communicating what they are doing and management actions are not visible.

- The scores for the three statements F3, F4, BT6 is on lower side. Management needs to focus on these three areas for further strengthening the Leadership Development in the company.

Appendix (10)

Communalities		
	Initial	Extraction
LD 1-I take seriously my responsibility for coaching and mentoring others.	1.000	.679
LD 2-I have earned the trust and acceptance my subordinates/team members	1.000	.733
LD 3-I am satisfied with the my performance as in supervision/leading position	1.000	.625
LD 4-I am able to build an action plan with time lines and delegate responsibilities to enable my team to achieved the target	1.000	.709
LD 5-I am able to resolve conflict in the workplace	1.000	.659

Extraction Method: Principal Component Analysis.

Total Variance Explained						
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.434	65.654	65.654	3.434	65.654	65.654
2	.473	9.466	75.150			
3	.433	8.665	86.515			
4	.349	6.976	93.791			
5	.310	6.209	100.000			

Extraction Method: Principal Component Analysis.

Leadership

Communalities		
	Initial	Extraction
L1-My direct-supervisor actively involves me in taking decisions relating to my area/work	1.000	.672
L 2-My direct-supervisor encourages me and my team members to act together to make the required changes our work/area	1.000	.761
L 3-My direct-supervisor takes every opportunity to express confidence in my capabilities	1.000	.739
L 4-My direct-supervisor tries to influence me rather than impose his views on me	1.000	.561
L 5-My direct-supervisor provides me with opportunities to learn new skills	1.000	.662
L 6-My direct-supervisor communicates clearly his expectations for the work	1.000	.738

Extraction Method: Principal Component Analysis.

Total Variance Explained						
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.134	66.694	66.694	4.134	66.694	66.694
2	.543	9.050	77.944			
3	.471	7.644	85.788			
4	.315	5.253	91.042			
5	.279	4.652	95.694			
6	.255	4.306	100.000			

Extraction Method: Principal Component Analysis.

Building Trust

Communalities		
	Initial	Extraction
BT 1-I feel comfortable with my direct-supervisor – able to express my view point without worry	1.000	.692
BT 2-My direct-supervisor follows a transparent approach in planning, decision making	1.000	.624
BT 3-My direct-supervisor takes all steps necessary to build trust among the team and stakeholders	1.000	.614
BT 4-My direct-supervisor makes every effort to keep all his promises. He "walk the talk".	1.000	.772
BT 5-My direct-supervisor demonstrates to people at work that trust is the foundation for successful collaboration	1.000	.769
BT 6-My direct-supervisor does not hesitate to admit his mistake and learn from questions about his performance or behavior	1.000	.703

Extraction Method: Principal Component Analysis.

Total Variance Explained						
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.593	76.555	76.555	4.593	76.555	76.555
2	.409	6.613	83.367			
3	.319	5.316	88.684			
4	.245	4.135	92.818			
5	.244	4.065	96.884			
6	.157	3.116	100.000			

Extraction Method: Principal Component Analysis.

Coaching Process

Communalities		
	Initial	Extraction
CP 1-My direct-supervisor uses every major problem at work as an opportunity to coach	1.000	.766
CP 2-My direct-supervisor follows a clear structure while coaching me	1.000	.754
CP 3-My direct-supervisor helps me develop full understanding of the problem before considering how to solve it	1.000	.829
CP 4-My direct-supervisor encourages me to explore alternative solutions to the problem	1.000	.794
CP 5-My direct-supervisor encourages me to plan how I will implement improvement actions	1.000	.802
CP 6-My direct-supervisor asks me what support I need to overcome obstacles at work	1.000	.810

Extraction Method: Principal Component Analysis.

Total Variance Explained						
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.754	79.238	79.238	4.754	79.238	79.238
2	.382	6.359	85.597			
3	.253	4.212	89.808			
4	.220	3.665	93.473			
5	.203	3.386	96.859			
6	.186	3.141	100.000			

Extraction Method: Principal Component Analysis.

Feedback

Communalities		
	Initial	Extraction
F 1-I feel it comfortable to be open with my direct-supervisor	1.000	.655
F 2-My direct-supervisor actively listens to my feedback and also checks with me his understanding	1.000	.727
F 3-My direct-supervisor regularly seeks feedback about his behavior with me	1.000	.704
F 4-My direct-supervisor provides detailed specific information regarding my behavior at work	1.000	.726
F 5-My direct-supervisor listens with an open mind to my explanations to his feedback	1.000	.765
F 6-My direct-supervisor explains the impact of my actions on the team or organization, while giving feedback	1.000	.766

Extraction Method: Principal Component Analysis.

Total Variance Explained						
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.368	72.793	72.793	4.368	72.793	72.793
2	.624	10.402	83.194			
3	.294	4.901	88.096			
4	.260	4.673	92.768			
5	.229	3.813	96.582			
6	.205	3.418	100.000			

Extraction Method: Principal Component Analysis.

Empowerment

Communalities		
	Initial	Extraction
E 1-I am comfortable with the management style my direct-supervisor follows	1.000	.772
E 2-My direct-supervisor encourages me to set my own improvement goals	1.000	.860
E 3-My direct-supervisor involves me in making plans to review the outcomes of performance improvement	1.000	.850
E 4-My direct-supervisor makes sure through questioning that the goals I set are SMART – specific, measurable, achievable, realistic and time bound	1.000	.856

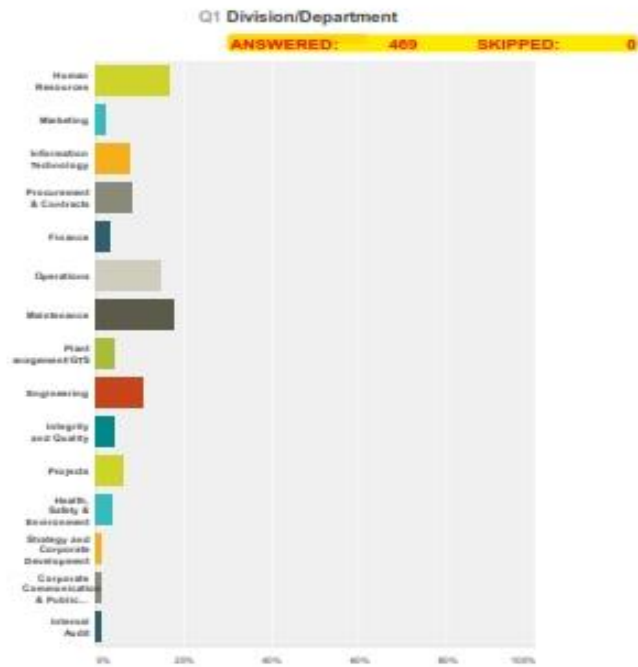
Extraction Method: Principal Component Analysis.

Total Variance Explained						
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.337	83.416	83.416	3.337	83.416	83.416
2	.300	7.490	90.907			
3	.167	4.676	95.583			
4	.177	4.417	100.000			

Extraction Method: Principal Component Analysis.

Appendix (11)

A Study of Managerial Coaching Effectiveness on Leadership Development at Oil and Gas



Answer Choice	Response
Human Resources	16.42% 19
Marketing	1.92% 2
Information Technology	7.68% 9
Procurement & Contracts	7.68% 9
Finance	2.99% 4
Operations	16.42% 19
Maintenance	17.48% 20
Plant Management/GTs	4.99% 6
Engineering	10.45% 12
Integrity and Quality	3.99% 5
Projects	6.16% 7
Health, Safety & Environment	3.41% 4
Strategy and Corporate Development	1.92% 2
Corporate Communication & Public Relations	1.92% 2
Internal Audit	0.99% 1
Total	999

Appendix (12)

Final Cluster Centers

	Cluster	
	1	2
Building Trust (30)	25.66	21.22
Coaching Process (30)	25.25	20.45
Feedback (30)	25.11	20.06
Empowerment (20)	3.40	2.79
Leadership (30)	25.67	21.65

ANOVA

	Cluster		Error		F	Sig.
	Mean Square	df	Mean Square	df		
Building Trust	1971.513	1	5.331	402	369.792	.000
Coaching Process	2111.146	1	5.763	402	366.340	.000
Feedback	2332.100	1	6.325	402	366.723	.000
Empowerment	33.230	1	.147	402	226.595	.000
Leadership	1457.628	1	5.365	402	271.712	.000

Appendix (13)

ANOVA leadership

LD Bell Curve

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	60.189	23	2.617	9.721	.000
Within Groups	119.790	445	.269		
Total	179.980	468			

ANOVA building trust

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	59.721	22	2.715	10.067	.000
Within Groups	120.259	446	.270		
Total	179.980	468			

ANOVA coaching

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	56.847	23	2.472	8.932	.000
Within Groups	123.133	445	.277		
Total	179.980	468			

ANOVA Feedback

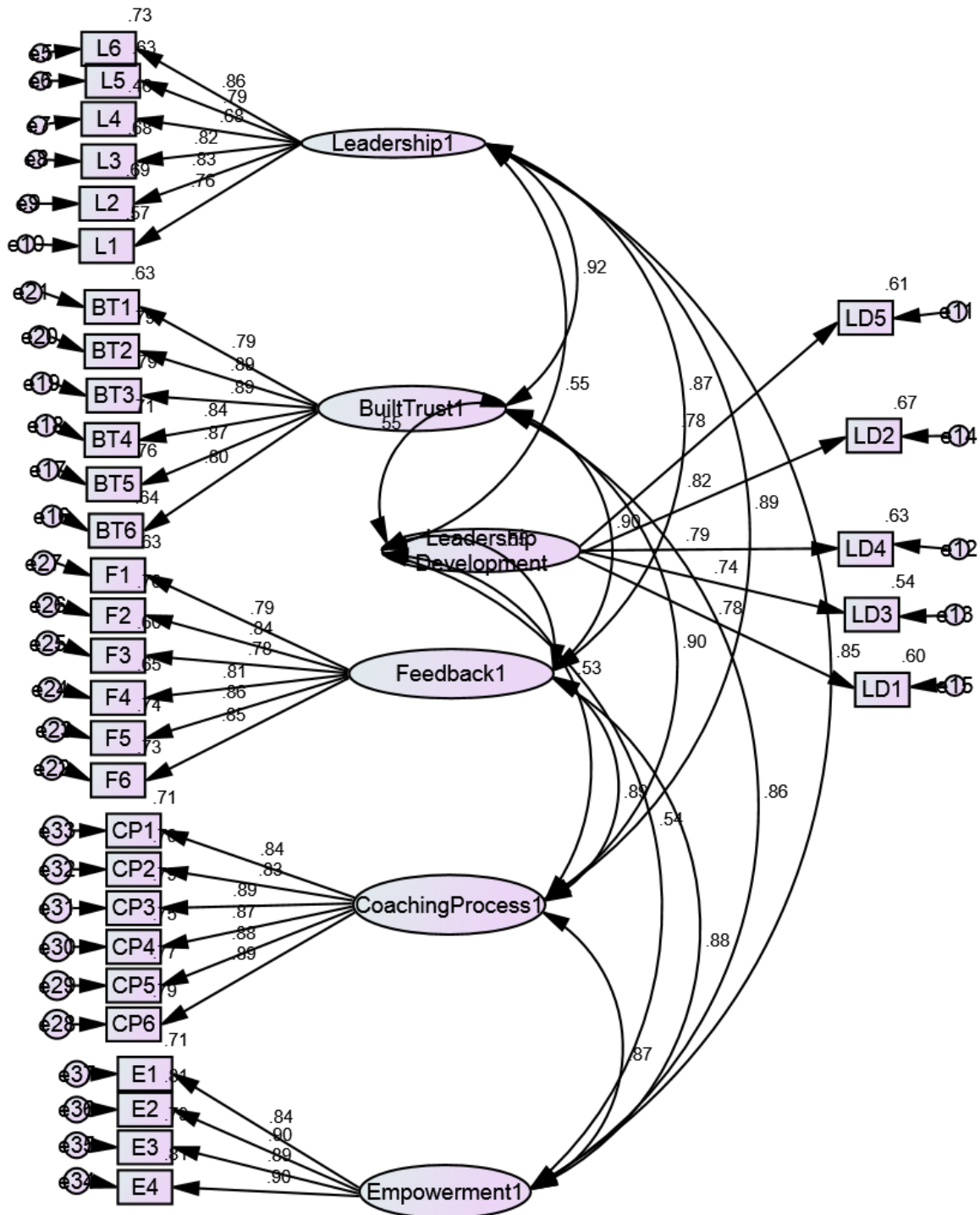
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	66.418	23	2.888	11.316	.000
Within Groups	113.561	445	.255		
Total	179.980	468			

ANOVA Empowerment

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	57.090	16	3.568	13.124	.000
Within Groups	122.890	452	.272		
Total	179.980	468			

Appendix (14)

SEM Hypothesized Model of Managerial Coaching Constructs



CMIN

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	81	1367.971	480	.000	2.850
Saturated model	561	.000	0		
Independence model	33	15433.894	528	.000	29.231

RMR, GFI

Model	RMR	GFI	AGFI	PGFI
Default model	.031	.833	.804	.712
Saturated model	.000	1.000		
Independence model	.472	.085	.028	.080

Baseline Comparisons

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	.911	.903	.941	.934	.940
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

Parsimony-Adjusted Measures

Model	PRATIO	PNFI	PCFI
Default model	.909	.829	.855
Saturated model	.000	.000	.000
Independence model	1.000	.000	.000

NCP

Model	NCP	LO 90	HI 90
Default model	887.971	781.261	1002.303
Saturated model	.000	.000	.000
Independence model	14905.894	14503.897	15314.244

FMIN

Model	FMIN	F0	LO 90	HI 90
Default model	2.923	1.897	1.669	2.142
Saturated model	.000	.000	.000	.000
Independence model	32.978	31.850	30.991	32.723

RMSEA

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.063	.059	.067	.000
Independence model	.246	.242	.249	.000

AIC

Model	AIC	BCC	BIC	CAIC
Default model	1529.971	1542.663	1866.170	1947.170
Saturated model	1122.000	1209.899	3450.488	4011.488
Independence model	15499.894	15505.065	15636.864	15669.864